UPPER SCHOOL COURSE CATALOG

The Stanwich School

JUNIOR HOUSE GRADES 7–9
SENIOR HOUSE GRADES 10–12

our CURRICULUM

GRADES 7–12

JUNIOR HOUSE 7–9

SENIOR HOUSE 10–12

OUR MISSION

The Stanwich School is a caring community that offers a balanced, rigorous education, infused with values emphasizing Judeo-Christian principles and traditions, which inspire students to be their best, help others be their best and make God's world a better place.

junior HOUSE

WELCOME

The Junior House promotes a safe and nurturing environment designed to help each student be the best he or she can be, help others be the best they can be, and make God's world a better place. Character education, an integral part of the school's mission, is taught through a variety of values based programs, including community service, community service projects, advisory discussions, athletics, and events at assemblies. Our attention to developing a student's character is further reinforced through our commitment to educating students about the school's values, specifically the "Stanwich Seven"—commitment, compassion, wisdom, courage, honesty, forgiveness, joy—and how those values apply in their lives.

The Junior House offers a rigorous academic program that strives to meet each student's abilities and needs. The combination of a well-balanced curriculum, a small student-teacher ratio, and a devoted faculty all facilitate the students' ability to achieve their academic potential. In the classroom, students will encounter an environment conducive to taking healthy risks and one that consistently challenges their critical thinking skills. Because of our small class sizes, teachers develop meaningful relationships with their students, and as a result, an important trust develops between faculty and students; a trust which engenders invested learners.

Our athletic program, made up of a variety of interscholastic teams participating in the Fairchester league, provides every student with the opportunity to grow in different ways and succeed on the playing fields. At the end of an athletic season, students will have more confidence in themselves physically, mentally, and socially. Athletics at Stanwich also serves to reinforce our commitment to values, as seen through our experienced coaches who consistently teach their athletes the importance of commitment, good sportsmanship, and what it means to be a good teammate.

On behalf of the faculty and staff of Stanwich's Junior House, we welcome you and we look forward to having the opportunity to be a part of your child's wonderful journey through the middle school years.

Sincerely,

Jerome Murphy
Head of Junior House

senior HOUSE

WELCOME

The clear mission and strong, innovative academic programs that have driven Stanwich's steady growth since its inception with grades K–2 in 1998 are as robust now Senior House (Grades 10–12) as they were fourteen years ago

The Senior House at Stanwich is built upon traditional values and a rigorous college preparatory curriculum delivered through progressive instruction and creative initiatives. The school is a vibrant institution with the flexibility to react to emerging educational needs and adapt to a changing world. In both the curricular and co-curricular (arts, athletics, community service, clubs) programs, students are challenged and supported in their leadership and ethical development through collaborative endeavors and individual pursuits to make appropriate decisions and to take responsibility for those decisions. Building upon the character development and the academic preparation that have defined The Stanwich School, the focus on mind, body, and spirit guides both our curriculum and our daily lives, and promotes balance in students' lives. Moving beyond the memorization of facts, our curriculum is designed to inspire students to think deeply and critically, working individually and collaboratively, to make connections between school and personal experiences as well as across disciplines, cultures, and time. We maintain high academic standards and expectations to prepare our graduates for college and beyond.

We continue to challenge our students—as they continue to challenge and support each other—to live our mission: to be their best, to help others be their best, and to make God's world a better place. The thematic overlays of the Senior House program are derived from this mission so that in Grade 10 "Be Your Best" is conceptualized as Independence. In Grade 11, "Help Others To Be Their Best" is captured as Interdependence. Finally in Grade 12, "Make God's World a Better Place" is understood as Stewardship.

Most importantly, we do all of the above with a fundamental commitment to pay purposeful attention to the "Stanwich Seven"—commitment, compassion, wisdom, courage, honesty, forgiveness and joy—the core virtues that support our school's mission. Our Senior House is a joyful, exciting place in which adolescents grow and mature into confident, competent, thoughtful, inspired, and kind young adults.

We welcome you to visit our unique community and experience the Heart of Stanwich personally.

Sincerely,

Derek Krein
Head of Senior House

EDUCATIONAL AND CURRICULAR PHILOSOPHY OF STANWICH

The Stanwich School offers a meaningful and challenging curriculum to motivated young men and women in the Upper School's grades 7–12, affording students a wide variety of academic, artistic, and athletic opportunities in order to develop their skills, expose them to new ideas, and foster their individual interests and collaborative capabilities. In the Upper School, Stanwich School defines curriculum as the total learning experience for all students, or, as one independent school leader suggests, curriculum is "all the planned, intentional experiences that are a part of a child's life at school." Much broader than the traditional definition of curriculum, which focuses solely on the content taught and skills developed, this more comprehensive view helps Stanwich to integrate all components of the programs it offers. Ours is, at its heart, a liberal arts curriculum. That is to say, we are committed to teaching our students to think like mathematicians and historians, to come to see, understand, and engage the world like scientists, poets, and citizens.

The Stanwich School believes in nurturing independent, self-motivated, and self-reliant individuals who assume greater and greater responsibility for their own learning, take on active and meaningful leadership roles, and become increasingly aware of, and sensitive to, their interdependent roles in our community and the world. Toward this end, we encourage all members of the community to engage in a creative and on-going process of self-inquiry centered on respect, love of learning, integrity, and courage.

Our curricular philosophy is based on our understandings about student learning, the pedagogies we practice in response to these understandings, the ways we assess learning, and the qualities of character we encourage our students to develop—as well as the skills and content more commonly associated with "curriculum." Our curriculum is a designed continuum of developmentally appropriate learning experiences across disciplines. Stanwich faculty know and understand the curriculum and take responsibility for teaching it. The following principles establish a basis for the design of the Stanwich School's relevant curriculum for the early 21st century.

CONNECTED CURRICULUM

The Stanwich School believes that students learn best when their ideas, skills, and experiences are reinforced across the disciplines and through the grade levels in a connected curriculum. Teachers plan courses that establish meaningful, authentic connections for students between subjects and to their own experience; these courses build on students' prior learning and set the groundwork for their future learning. Teachers at each grade level know one another's curriculum and incorporate content and skill connections between disciplines when possible. Connected teaching and learning are integrated into a student's entire Stanwich experience and may include grade-level work around themes, teaching that addresses shared essential questions, or interdisciplinary teaching, which we define as a designed connection between themes and topics in more than one subject in the same year.

Therefore, curiosity, discovery and a sense of awe, creativity and a passion for knowing are all central to our academic mission. Scholarship, academic excellence, emotional relevance,

superior teaching, and a climate of active intellectualism mark our work.

SKILLS AND SEMINARS

At Stanwich, we believe that skills—the learned processes and strategies needed to accomplish a task—are an essential part of our connected curriculum and should be taught explicitly. Skills are integrated into the curriculum in a spiraling model, where they advance sequentially in a coordinated fashion across and throughout departments from year to year.

Our understanding of how students learn, including research on learning styles, dictates that teachers in every course offer students several ways to understand, acquire, and organize new knowledge. Using skills in multiple disciplines reinforces students' prior learning and allows them to access and express their own understanding. The skills that students acquire through their experience at Stanwich serve as tools for life-long learning.

A defining characteristic of the Stanwich Senior House academic and intellectual experience is the seminar. The "seminar" is how we describe the intellectual setting and expectations for students—individually and collectively—to demonstrate the quality and care of their preparation for discussion devoted to essential questions, ideas, and texts. In learning how to listen actively, speak purposefully, and cite the basis of their ideas, students learn not only from faculty members, but they learn from each other. Success in seminars depends on students learning how better to listen, speak, use evidence, formulate thoughtful questions and answers, judge the relevance of each contribution to the discussion, and conduct themselves respectfully in discussions sustained and managed by students. Among the most important lessons of a seminar is that the students speak to each other, not the teacher.

Seminars prize discovery and discussion over debate, collaboration over competition. The overall goal of a seminar is for students to assume greater responsibility for their own progress and the progress of the entire class in understanding a topic or text. Along the way, seminars help reinforce what is critical to student-centered learning: active and engaged learning, keeping an open mind, and relying on careful analysis of evidence to support or refute conclusions—all with a seriousness of purpose and a spirit of experimentation that make intellectual inquiry both genuine and enjoyable.

STEWARDSHIP & GLOBAL CITIZENSHIP

A critical aspect of academic excellence is preparation for responsible participation in the global community. At Stanwich, our commitment to foster and nurture a global consciousness and to maintain a learning environment is evident in every area of school life. Students develop confidence, values, knowledge, and life skills they need to thrive within Stanwich and the global community.

As a diverse community of teachers and learners, we believe it is important for each student to see himself or herself as rooted in his or her individual culture. We also believe that it is vital for Stanwich students to understand the rich, dynamic cross-cultural forces which shape our country and the contemporary world. Therefore, we teach the western experience within the broad context of global interactions and encounters. Course offerings across disciplines enable students to become familiar with a multiplicity of political, social and economic systems, religious and ethical beliefs, and modes of artistic expression. Our curriculum also informs students about the natural environment and the use and distribution of our planet's finite resources. We actively challenge stereotypical thinking and seek to elicit empathic

understanding—the ability to see and feel what others see and feel.

The Stanwich curriculum encourages students to develop a sense of responsibility for the local, national, and international community in which they live. This expectation of stewardship instills a habit of thinking beyond one's immediate self-interest and of evaluating a course of action in the light of its impact on the well-being of other people and the natural environment, both now and in the future. Students come to recognize the fundamental interdependence of all people. At Stanwich, no one walks alone.

INDEPENDENT THINKING AND INTERDEPENDENT LEARNING

The Stanwich School believes that students should engage their education in an environment that prizes both independent and interdependent thinking and learning. In this way they gain the competence and confidence necessary to be life-long learners and strong, courageous citizens. The Stanwich curriculum guides students toward independence through age-appropriate experiences that lead them to take increasing responsibility for their own learning, which includes an appreciation and awareness of the need for—and the personal responsibility inherent in—collaborative work.

Stanwich faculty prize both intellectual and ethical courage. We are committed to teaching students the skills that are essential to identifying problems and to discovering creative, informed solutions to them. We teach students the skills needed to structure their learning throughout their lives. Students learn to develop a process for discovery, knowing that the path isn't always direct and that often the most novel and effective solutions result from concerted, collaborative endeavors. We recognize the need to ensure that all feel both free and safe to take risks on that path to discovery. A commitment to intellectual independence, a belief in and knowledge of oneself, trust in and dependence on the integrity of others, and perseverance in purpose are elements that together cultivate the courage that characterizes meaningful education.

Our curriculum teaches students to question existing norms and to think from another's perspective; it provides them with opportunities to apply existing knowledge and tools to unfamiliar problems and to react effectively in novel situations, whether in a seminar or field study. Students need to be challenged as well as supported in how and why they think as they do, and to experience the beauty and empowerment of their own ideas. Stanwich embraces each student's own process and pace of growth and individuation, and nurtures the interconnectedness of people to people, people to ideas, and people to places. Such an environment provides a basis for a life of authenticity.

Students learn when to seek guidance, the value of collaboration, and how to be open to constructive criticism. We believe that a student who takes responsibility for structuring and assessing his or her own learning is likely to have a deeper understanding of what he or she has learned and a foundation of skills and knowledge that together will serve as a life-long basis for independent thinking and interdependent learning.


ARTHUR MILLER
The Crucible

junior HOUSE

GRADES 7–9

ENGLISH

ENGLISH 7

English 7 is focused on developing students' abilities to become active readers within a dynamic discussion-based community. Reading instruction emphasizes note-taking strategies, annotation skills, and identification of literary terms and devices. Individual reflection, group discussion, and even independent book reviews are all intended to create an interactive reading atmosphere. In addition, this course provides the opportunity for students to develop their voices as writers. Analytical essays, creative assignments, and journal responses focus on developing a thesis, building an outline, revising, and integrating direct quotes and other textual references. Works studied may include: *The Outsiders*, *Flowers for Algernon*, *The Pearl*, *Twelfth Night*, and various short stories. The study of vocabulary and grammar will be continual throughout the year.

ENGLISH 8

In this course students will continue the study of important plays, poetry, and novels by American and English writers. Students learn to recognize and appreciate various literary devices and will be encouraged to identify, compare, and contrast the themes addressed by the works studied. Honing the students' written expression will be a principal focus of the course. Students will be required to rewrite submitted essays pursuant to the teacher's suggestions, then meet with the teacher to jointly assess the final draft. Grammar and vocabulary units spread throughout the year will further aid in the development of the students' writing. Works studied may include: *The Adventures of Huckleberry Finn*, *To Kill a Mockingbird*, *Inherit the Wind*, *The Merchant of Venice*, *Animal Farm*, *The Crucible*, and *Lord of the Flies*; selected poems including Shakespearean sonnets; and short stories. The study of vocabulary and grammar will be continual throughout the year.

ENGLISH 9

In 9th grade English, students will read, analyze, and discuss literature drawn from the works of authors from around the world. The selected literary works will allow students to broaden their understanding, in conjunction with the 9th grade history curriculum, of historical and cultural trends from around the globe while exploring universal themes throughout the literature. Through the vehicles of reading, writing, and oral expression, students will continue to develop their critical thinking skills. Works studied may include: *1984*, *Macbeth*, *Things Fall Apart*, *The Good Earth*, *The Great Gatsby*, *A Raisin in the Sun*, and selected poems. The study of vocabulary and grammar will be continual throughout the year.

HISTORY

GRADE 7 HISTORY

American History Part I: This course offers students an introduction to American History through the study of people and events from the first encounter between Europeans and

Native Americans to the events leading to the American Civil War. This course will serve as an introduction to historical events and the diverse groups of people who have shaped our country. Students will develop and hone their note-taking, outlining, and mapping skills, and learn to differentiate between fact and opinion. They will become adept at reading and interpreting primary sources and political cartoons, and they will learn to approach events from different perspectives. By developing their own thesis statements and organizing information thematically, students will work on writing cohesive and substantial historical essays. Class participation, public speaking, and rudimentary debating practices will be emphasized. Text: McDougal Littell: *Creating America*. Related readings: *I Am Regina* and *Fever 1793*.

GRADE 8 HISTORY

American History Part II: The study of America is continued from the Civil War to present day, with greater emphasis placed on research techniques, bibliographic citation, and basic economic principles. Students learn how to incorporate primary sources within their essays by completing Document-Based Questions. By periodically taking a closer look at current events, students will make connections between past and present. Class participation and discussion continue to be cornerstones of the curriculum. Text: McDougal Littell: *Creating America.* Related readings: *Red Moon over Sharpsburg*, *Night*, and *The Things They Carried*.

GRADE 9 HISTORY

World History: This course is designed to introduce students to the history, geography, and cultures of the Middle East, Africa, Asia, and Latin America. A principal goal of this study is an understanding of the political, economic, and social structures and the basic tenets of the major religions of each region. Students will make extensive use of current news sources including the *New York Times* and *The Economist*, not only to study the issues currently facing each region, but also to gain an appreciation for how contemporary news is inexorably linked to the past. This course aims to give students the needed skills and content knowledge for future studies in history, while stressing the relevance of the studied material. Emphasis will be placed on essay writing, research techniques, and public speaking. Text: Prentice Hall: *World Cultures: A Global Mosaic*. Related readings: primary and secondary sources related to each region, and short stories and novels from various cultures. Special Activities: Debates, historical simulations, in-depth reports on individual countries and issues, and a comprehensive research paper and presentation.

MATHEMATICS

MATH 7

The focus of this course is to provide students with a solid foundation in both algebra and geometry. Concepts include: integer operations; powers; order of operations; problem solving with fractions, decimals, and percents; exploring ratios, rates, and proportions, probability; solving algebraic equations; and measurements in geometry. Text: McDougal Littell: *Math Course 3*.

MATH 7 *(Accelerated)*

This course reviews all basic arithmetic and geometry concepts. It extends these topics by introducing algebraic concepts and integrating them within various topics. These topics include integer operations; powers; order of operations; problem solving with integers, fractions, decimals, and percents; exploring rates, ratios, and proportions; probability; solving advanced multi-step algebraic equations; and inequalities. Students will also learn to recognize real-world applications and to make connections among the different branches of mathematics. This

course is enhanced to promote a deep understanding of the topics given and to create a strong foundation for those advancing into Accelerated Algebra I.

ALGEBRA I *(Accelerated)*

The Accelerated Algebra 1 course focuses on developing algebraic fluency by providing comprehensive content and varied real world applications. Emphasis is placed on the importance of showing sequential steps and using algebra to model and solve word problems. Concepts include simplifying algebraic expressions, solving, graphing and writing linear equations and inequalities, linear and exponential functions, solving and graphing systems of equations and inequalities, polynomials and factoring, simplifying radical expressions, solving and graphing quadratic equations and simplifying rational expressions. Strong emphasis is placed on making connections between topics and solving multi-step, multi-process problems, as students are required to synthesize a significant amount of material on cumulative assessments. The goal of this course is to provide students with a strong

foundation on which to build as they transition into higher level mathematics. The TI-84 Plus graphing calculator has been implemented as our primary technological tool.
Text: McDougal Littell *Algebra I*

ALGEBRA I

The Algebra 1 course focuses on developing algebraic fluency by providing comprehensive content and varied real world applications. Emphasis is placed on the importance of showing sequential steps and using algebra to model and solve word problems. Concepts include simplifying linear and exponential expressions; solving, graphing and writing linear equations and inequalities; solving systems of equations; adding, subtracting and multiplying polynomials; factoring quadratics; simplifying radical expressions; and solving quadratic equations. The goal of this course is to prepare students for success in Geometry and Algebra 2 by providing them with a solid foundation upon which they can build. The TI-84 Plus graphing calculator has been implemented as our primary technological tool. Text: McDougal Littell *Algebra I*

GEOMETRY

This course in Euclidean geometry provides a comprehensive coverage of points, lines and planes; triangles, quadrilaterals and polygons; similarity and proportionality; right-angle trigonometry; circles; area; and volume. Emphasis is placed on problem solving, as students learn to make observations, form conjectures, and use deductive and inductive reasoning to create and support logical arguments. Coordinate and transformational geometry are employed to provide students with multiple perspectives with which to analyze geometric problems, and extensive use is made of Geometer's Sketchpad, a laptop application that enables the construction, manipulation, and measurement of geometric figures. Algebraic skills are reviewed throughout the year and integrated thoroughly into the study of geometry.

GEOMETRY *(Accelerated)*

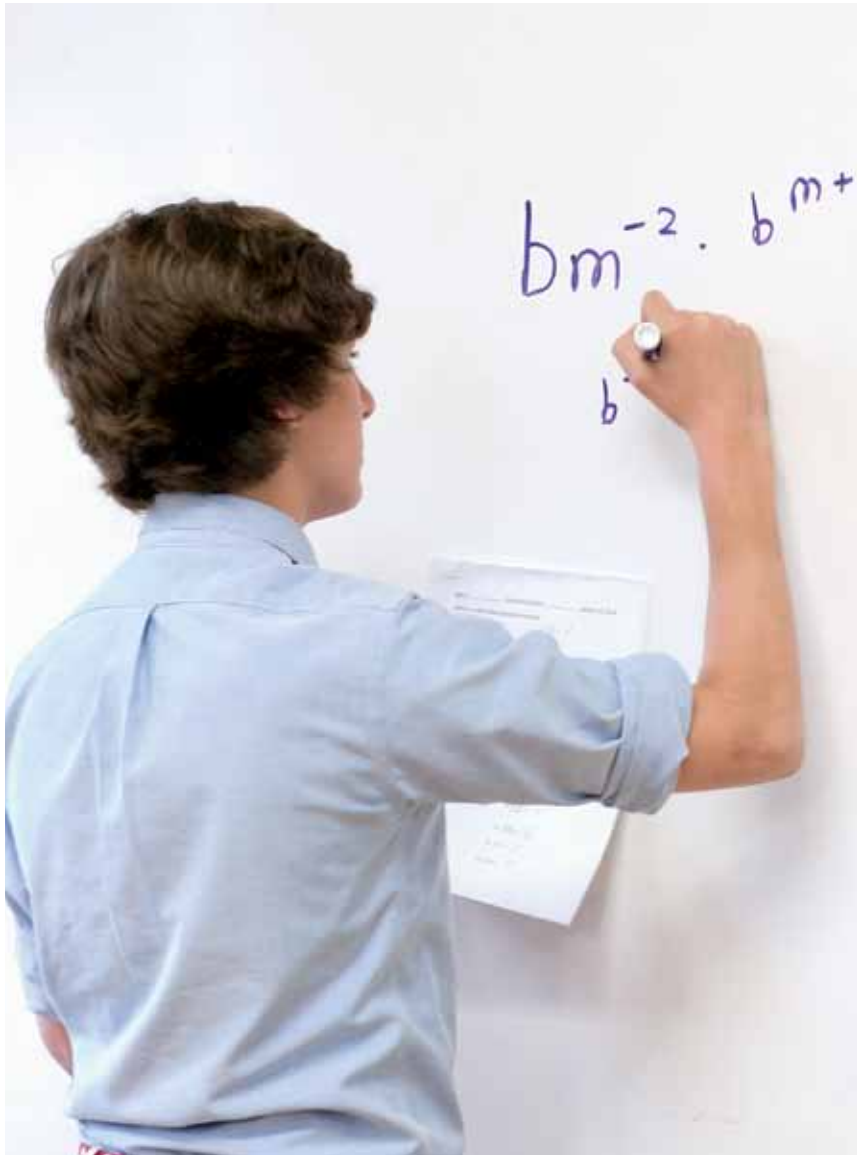
This advanced course in Euclidean geometry provides a comprehensive coverage of points, lines and plans; triangles, quadrilaterals and polygons; similarity and proportionality; circles; area; and volume. Also covered are topics in trigonometry, including the law of sines, the law of cosines, and conic sections. Emphasis is placed on problem solving, as students learn to make observations, form conjectures, and use deductive and inductive reasoning to create and support logical arguments. Coordinate and transformational geometry are covered in depth and used extensively to provide students with multiple perspectives with which to analyze geometric problems and to forge solid links to algebra. Extensive use is made of Geometer's Sketchpad, a laptop application that enables the construction, manipulation, and measurement of geometric figures. Algebraic skills are reviewed throughout the year and integrated thoroughly into the study of geometry.

ALGEBRA II

Algebra II complements and expands the mathematical content and concepts covered in both Algebra I and Geometry. It emphasizes finding solutions for and graphing linear functions, inequalities, systems of equations, exponential and logarithmic functions, basic trigonometric functions, and conic sections. The course also explores matrices, the complex number system and trigonometric relationships. Real world applications and problem solving are incorporated within each unit. Successful completion of Algebra 2 will prepare the student for entry into Pre-Calculus. Text: Prentice Hall: *Algebra 2 With Trigonometry*

ALGEBRA II *(Accelerated)*

Accelerated Algebra 2 is a fast-paced course that both complements and expands the mathematical content and concepts covered in both Algebra 1 and Geometry. It emphasizes finding solutions for and graphing linear functions, inequalities, systems of equations, exponential and logarithmic functions, polynomial functions, rational functions, trigonometric functions, and conic sections. The course also explores matrices, the complex number system and trigonometric relationships. Real world applications and problem solving are incorporated within each unit. Successful completion of Algebra 2 will prepare the student for entry into Pre-Calculus. Text: Prentice Hall: *Algebra 2 With Trigonometry*



SCIENCE

GRADE 7 SCIENCE

Life Science: This hands-on course is designed for students to learn the basic characteristics of living things via the investigation and comparison of cellular structure, organization, and adaptation of various organisms. Heavy emphasis is placed on the relationship between organism structure and function as well as the importance of connecting classroom knowledge with life experience and prior knowledge.

Through lab activities and investigations, students will expand their ability to ask a salient question, gather evidence, formulate an answer, and communicate the investigative process and results. Students will be asked to do these both verbally and in formal written lab reports. Concepts include the basic characteristics of living things, cellular organization, dissection, ecology, the use of microscopes, and an in-depth inquiry of viruses, bacteria, protists, fungi, plants, and invertebrate animals. Students participate in the *Trout in the Classroom* program, seeing the conception of 800 eggs, raising them, following their life cycle, and releasing them into the wild. In lieu of a final exam, each student receives an ecosystem to research as an individual project. The ecologically significant places chosen are America's National Parks and wildlife preserves. The map component of the project helps to enhance their understanding of the geography of our own country as well as instill pride in the gorgeous landscapes we call home. As a cross curricular project, technology, speech, art and history are essential components.

GRADE 8 SCIENCE

Introductory Physical Science: This lab-oriented course is designed to develop student laboratory skills, reasoning skills, and communication skills in the context of science. The theme of the course is the development of evidence for an atomic model of matter. Students will gain a beginning knowledge of physical science and a deeper insight into the means by which scientific knowledge is acquired. All new ideas are based on concrete student experiences in the laboratory, and all new terms are introduced after the completion of the labs. Concepts include volume and mass, conservation of mass, characteristic properties, solubility, separation of mixtures, compounds, elements, and the atomic model of matter. During the final project, students will use acquired skills to identify an unknown "sludge."

GRADE 9 SCIENCE

Biology: Biology is the study of the chemical and structural foundations of life. Topics covered include evolution and population dynamics in ecosystems. Additionally, students examine the structure and function of the cell, including cellular respiration and photosynthesis. An in-depth study of molecular biology constitutes a significant part of the course, including DNA, RNA, and protein synthesis. Students further study classical Mendelian genetics including human inheritance, blood types, and chromosomal disorders. Finally, in the context of evolutionary theory, students study the major kingdoms of life on Earth. Laboratory work covers a wide range of biological topics, engaging students in a host of activities ranging from outdoor observations of ecosystems to microscopic investigations of individual organisms. Students use the skills of data collection and hypothesis-building learned in earlier courses to formulate explanations that account for the wide range of observations made in the laboratory. A variety of supplemental books, essays, and journal articles are used to enhance topics covered in the text.

FOREIGN LANGUAGE

FRENCH:
FRENCH 7

Students will become familiar with the conjugation of common verbs and learn about subject/verb agreement. The study of vocabulary and grammar through context, workbook exercises, and sentence translations will be continuous throughout the year. Students will learn a variety of theme-based vocabulary units covering numbers and

time (including, but not limited to, days, weeks, months, seasons, dates, how to tell time, etc.), travel, food/restaurants, life at home, etc. Students will also be introduced to the present, future, and past verb tenses of regular "er," "ir," and "re" verbs, and a select sampling of often used irregular verbs.

FRENCH 8

Following a general review of work completed during 7th grade French, including present, past, and future verb tenses, common vocabulary, and grammatical structures, students in French 8 will broaden their knowledge of those themes and more, including, but not limited to, more complex verb tenses and learning the differences in conjugation between regular and irregular verbs. The study of vocabulary and grammar through context, workbook exercises, and sentence translations will be continuous throughout the year.

FRENCH II

French II: Following a review of materials covered in French I, students will continue to learn structures related to additional verb tenses including the past conditional and the pluperfect. Students will acquire additional vocabulary and focus on speaking the language in class.

SPANISH:

SPANISH 7

Spanish 7 is a formal language course that builds upon the introductory course taken in previous years. Students' work focuses on grammar and vocabulary, and is based on speaking, listening, reading, and writing. Students are given an introduction to the various cultures of Spanish-speaking countries.

SPANISH 8

This course is a continuation of the formal study of Spanish begun in 7th grade. This course will further explore grammar structures and build upon student vocabulary. Students continue to learn about the various cultures of Spanish-speaking countries.

SPANISH I

This course is designed as a formal language course for beginners. It emphasizes vocabulary and grammar basics. Student work is based on speaking, listening, reading, and writing. Students will expand their cultural knowledge through various projects and presentations, as well as a service-learning trip to Costa Rica.

SPANISH II

Students will use the basic grammar and vocabulary skills that they learned in Spanish I and expand them through this conversation-based course. Students will extend their cultural knowledge through various projects and presentations, as well as a service-learning trip to Costa Rica.

LATIN:

LATIN 7

Covering lessons 1 through 26 of *Latin for Americans*, the course emphasizes grammar, vocabulary, and translating.

LATIN 8

After a review of Latin 7, lessons 28 through 55 of *Latin for Americans* are covered. The course emphasizes the acquisition of vocabulary, the mastery of grammar, and the translating of sophisticated passages.

LATIN II

After completing the grammar essential to meeting Roman authors, students will translate Book I of *Caesar's Gallic Wars* and a variety of works of Roman authors.

WRITING

Grade 7 and Grade 8 students take a one-semester non-fiction writing class. In this course, developmentally appropriate assignments offer students the opportunity to practice the correct use of grammar, sentence construction, paragraph and essay

organization, and proofreading and revision skills. Students frequently read their work aloud to receive constructive feedback and develop an awareness of audience. By the end of the semester, students take home a portfolio of several finished works.

THE ARTS

VISUAL ARTS:
GRADE 7 ART

Drawing and Painting: Pastel drawings of eyes, contour drawings of shoes, Impressionist landscapes, and mono prints
Computer Graphics: Introduction to Adobe Photoshop: multiple self-portraits in the style of Andy Warhol
Mixed-Media: Wire sculptures in the style of Alexander Calder, papermache creatures, collages in the style of Jasper Johns
Learning to Look: The Whitney Museum of American Art

GRADE 8 ART

Drawing and Painting: Scratch art, self-portraits in an Expressionist style, charcoal still life, architectural designs
Computer Graphics: Extension of Adobe Photoshop: adding color and line to self-portraits
Mixed-Media: Block prints in the style of Edvard Munch, full-size cardboard chairs
Learning to Look: The Museum of Modern Art, Architecture and Design

GRADE 9 ADVANCED ART

Students in Grade 9 with a strong interest in the visual arts may also elect to take Advanced Art. The goal of this course, which meets an additional two periods a week, is to create a foundation for further study in art in high school. Focusing primarily on building drawing and painting skills, students will have the opportunity to experiment with pencil, charcoal, oil pastel, gouache, acrylics as well as monotype printing. In the process, students will both work to acquire a solid grasp of composition and design and to develop their own personal style.

PERFORMING ARTS:
GRADE 7, GRADE 8, GRADE 9

Music: Students will choose either Band, Orchestra, Chorus, or Bells Choir. They will study the evolution of popular music using the idea that art and music are mirrors of their times, and they will study several key American music traditions which underlie this genre. In each course, students focus on the major facets of musicianship including performance, technique, aural training, and sight-reading. The performance repertoire for the year is chosen from a wide variety of genres including movie themes, pop, and classical.
Drama: One main stage production will be mounted each year. As part of the preparation, students will study character development and research, stagecraft, and acting technique. Different acting methods and concepts will be explored, with an emphasis on projection and clarity of intentions.

GRADE 9 DRAMA

The first semester will be devoted to the actor and his craft. Class time will be spent doing exercises for concentration, stage awareness, movement, and voice. Also, through improvisations and theatre games, students will be encouraged to explore their imaginations in pursuit of "The Magic IF."

The second semester will be devoted to rehearsing and performing a number of one-act plays. All class members will be assigned appropriate and significant roles.

MUSIC HISTORY

Starting in 8th grade, students may choose to take Music History in place of a performing art. This course introduces students to key genres in Western music with study on the Renaissance, Baroque, Classical and Romantic periods, Jazz, and Rock and Roll. Students will study their various origins and connections to contemporary society.

TECHNOLOGY
GRADE 7, GRADE 8

All students participate in a laptop program, which is designed to help them utilize technology and to prepare and submit daily assignments, while instilling accountability for their own valuable property. The laptops are configured to allow the following study aids: science and history text books available online; interactive foreign language programs for French and Spanish; math software for visual manipulation of geometric and algebraic concepts; computer graphic imaging for use in the art curriculum; Microsoft Office applications for preparation and presentation of reports and assignments. Supplemental technology training is provided to help students learn the capabilities of their hardware and software, understand school policies and procedures, and provide a basis for utilizing technology in their everyday life.

LEADERSHIP SEMINAR
GRADE 9

The Stanwich School is committed to the development of effective, ethical leaders. Through study, practice, and life experience, students will have opportunities to enrich the knowledge, refine the skills, and clarify the attitudes essential for positive action. In a variety of roles and settings, the Grade 9 leaders will be challenged with the following goals: Demonstrate a commitment to the Stanwich values, act from a strong self-concept, think critically and creatively, communicate and interact effectively within groups, take risks willingly, exercise power appropriately, and articulate a positive sense of direction and inspire hope. In terms of personal development, the students will learn interview skills, do a self-inventory, construct reflection and autobiographical papers, and be certified in CPR and First Aid. Public-speaking opportunities will include individual presentations at assemblies and docent work. Following Stanwich tradition, Grade 9 students will take part in community service activities at a homeless shelter in New York City, the Connecticut Science Center, and through the annual week-long trip to Costa Rica.

senior HOUSE

GRADES 10–12

COURSE REGISTRATION AND SELECTION

This description of Senior House courses and requirements is published annually to help students and their families choose courses for the upcoming year. It is also designed to describe possible courses of study to prospective families. In choosing courses, students need to give close attention to graduation requirements, course sequences, course prerequisites, and other special requirements. Specific course, credit, and graduation requirements reflect both a firm belief in the value of a broadly based liberal arts education and a thorough knowledge of current requirements for college admission.

When articulating the graduation requirements and when compiling a formal transcript, the scope extends to include courses, grades, and credits earned in Grade 9. Every effort has been made to present the curriculum precisely. Nevertheless, we understand that the terminology, requirements, and variations mentioned in this booklet can be complicated. Therefore, we urge students and their parents to contact the Head of Senior House for clarification.

Course selections for each year's schedule must be approved by the student's parent(s) or guardian(s), the student's school advisor, and the Head of Senior House. School advisors counsel their advisees on the content of courses offered and the appropriateness of the selection in relation to the advisee's goals, interests, and past academic performance. Seeking the input of the college advisor is also recommended. The college advisor counsels students and their parent(s) or guardian(s) on issues involving college admission requirements and strategies appropriate for successful college applications. The recommended course load is five courses per semester. All students must carry at least four courses per semester and no more than six. Deviations from the standard course load are subject to the Head of Senior House approval.

Student placement in courses depends on numerous factors, including placement examinations, prerequisites, grade level, grades earned in specific courses taken previously, scheduling and staffing limitations, sufficient enrollment, and in some cases, a screening process within the discipline. Furthermore, not every course listed here is offered every year. For these reasons, a student must register for three alternatives in elective courses. When selecting courses, students should give careful consideration to second and third choices. Beyond core courses at each grade level, neither during the admission process nor at any time thereafter can the school guarantee that a student will be placed in a specific course, including advanced courses (Intensive and/or Advanced Placement) and electives.

We recognize that the education each graduate carries away is unique. We remain a small school in order to know each student well, to help shape his or her educational program, and to work closely with students and parents as they make these important choices. Again, please consult with us if you have any questions.

ADVANCED PLACEMENT AND INTENSIVE COURSES

During the spring of each year, the teachers within their respective departments together with the House Head consult to determine which students will be allowed to enroll in Advanced Placement and Intensive courses. While the Intensive version of each course covers much of the same content as the standard version, it moves at a substantially accelerated pace and probes each topic in more depth. Selection for these lists does not obligate students to enroll in these courses, but such approval is required before returning students can register for Advanced Placement and Intensive courses. On advice of the faculty and House Head, the number of Advanced Placement and Intensive courses in which a student can be enrolled may be restricted in support of a student's overall academic progress. Specific Advanced Placement and Intensive offerings are, in any given year, dependent on minimum size requirements and the availability of qualified staffing. All students enrolled in an Advanced Placement course are required to take the AP Exam in May and there is an additional examination fee required for each exam; if a student sits for more than one AP exam, there will be more than one fee.

The general criteria for selection for the Advanced Placement and Intensive courses include the following, though it should be understood that individual departments may emphasize different portions of the requirements and can add additional criteria.

- Objective, demonstrated ability based on current course work. Normally, students must complete all prerequisites earning strong effort grades and letter grades above B+ to be considered for placement in an Intensive or Advanced Placement course.

- Candidates must have demonstrated an ability to complete high-quality work on a timely and consistent basis.

- Candidates must have demonstrated a high level of motivation and an ability to work independently.

- Candidates must have demonstrated regular and effective participation in their courses.

- Candidates must have demonstrated a high level of interest in the subject matter.

LIBRARY AND TECHNOLOGY

The Stanwich School library is the center of the learning community with materials and services to promote and reinforce student interests and abilities in reading and research for each discipline. The library collection, both electronic and hard copy, supports classroom instruction, encourages literary exploration, includes professional resources, and contributes to meeting the information needs of the entire community. The staff maintains a flourishing and inviting environment, builds a current and comprehensive collection, and collaborates with students, staff, and parents to ensure a quality program.

To these ends, the library at Stanwich seeks to provide:

- intellectual access to information through learning activities that are integrated into the curriculum and that help all students achieve information literacy by developing effective cognitive strategies for selecting, retrieving, analyzing, evaluating, synthesizing, creating, and communicating information in all formats and in all content areas.

- learning experiences that encourage students and others to become discriminating consumers and skilled creators of information.

- resources and activities that contribute to lifelong learning while accommodating a wide range of learning styles, interests, and capacities.

- a program that functions as the information center of the school, both through offering a locus for integrated and interdisciplinary learning activities with the school and through offering access to a full range of information for learning beyond this locus.

- resources and activities for learning that represent diversity of experiences, opinions, and social and cultural perspectives and to support the concept of intellectual freedom.

Technology is inextricably linked to the library in today's educational landscape, and at Stanwich technology plays an important role in helping students become critical thinkers, productive learners and effective communicators while fostering cooperation and communication among the school, the home, and the global community at large.

Our vision is that every student will acquire the skills necessary to select and manage digital tools to meet problem-solving, research, and communications objectives. They will also use these tools in powerful, ethical ways to further their understanding of the world in which they live, and they will be able to communicate their understanding to others. Graduating seniors will be fluent users of technology to support their own learning in any field and be capable of selecting and using new tools to help them solve problems. They will have a clear understanding of the influence of technology on their learning and on society at large.

The technology curriculum in the Senior House provides students with the skills they need to function effectively in the world of information technology. The ability to adapt to innovation is central to this new science in which growth is unpredictable and fast. Our curriculum emphasizes the application of skills in a wide range of instructional settings. Senior House students will develop skills in word

processing, Internet, global communication, spreadsheet, graphics, desktop publishing, and multimedia. Students will collect and apply data, learn ethical and legal aspects of technology, manipulate graphics, learn text and page layout skills, create web pages, and use various multimedia tools to express their views and creativity. These skills will be taught through a series of projects integrated into a student's curriculum. Teachers will work with our technology specialists to create projects that combine their curriculum and technology in a meaningful manner. Through well-designed lessons, students' use of technology develops essential skills for lifelong learning in any field, such as taking charge of one's own inquiry, finding mentors and engaging collaborators from around the world, and shaping ideas for effective communication. In addition to the skills taught through integration into a student's curriculum, students have the opportunity to explore the use of computers in semester and year long elective classes.

Through experience in the technology program, we expect Stanwich students to:

- demonstrate an understanding of technology and its implementation in their lifelong learning and for real-world problem situations.
- be able to use a wide variety of technological tools to enhance their future success as students and lifelong learners.
- locate, evaluate, and collect information, manipulate data, synthesize concepts, and creatively express ideas to others through skillful and ethical use of technology.
- view themselves as capable of using their technology skills and knowledge necessary to make future career and social decisions in response to a changing world and workplace.

Below is a sampling of technology electives that may be offered. AP Computer Science is a year-long course; the remaining technology courses are one semester.

TECHNOLOGY TREK

This course takes the student on a journey through computer science applications and provides an introduction to, and hands-on experience with, digital storytelling. The Trek launches with an exploration of electronic media, including webpage design, animation, graphics, video production, audio production, blogs, wikis, simulations, and programming. This material is interspersed with story and interviewing projects and discussions. This overview course will also highlight career opportunities and current research. The course content will evolve as technology advances and per student interest.

MEDIA NATION

The ability to understand, analyze, and judge media messages is vital for citizens in a democracy. Through an examination of print, film and television, students in Media Nation come to understand that media messages are value-laden constructions that inform, persuade, and entertain us. Producing videos and print advertisements themselves, students make editorial decisions similar to those made by industry professionals. Topics of study include advertising, media ownership, ethics, consumerism, political campaigns, and the media in warfare. Students analyze the details and subtleties of media with the instructors and with a broad range of guest speakers representing a variety of media professions.

WEB DESIGN AND PUBLISHING

This course introduces the most current techniques for developing creative and animated web pages. Students will design, develop, and implement static and interactive web pages consisting of animations, movies, videos,

sounds, and dynamic content. The course focus is on the design aspects and accessible tools rather than the overwhelming technical intricacies. In addition, students will use professional software to create web pages. They will explore various topics, including good web design practices, graphic creation, basic javascript, and publishing pages to the Internet. This class will extend students' skills and creativity as well as prepare them for future web publishing endeavors. This is an ideal course for the creative student.

PROGRAMMING I

Designed as a first course in programming. Students will use tools that make it easy to create windows containing buttons, pull-down lists, etc. Students will learn to create interactive projects such as games, address books, digital photo albums, music/video jukeboxes, data input screens, etc., as they become comfortable with the language.

PROGRAMMING II

This course builds upon concepts learned from the Introduction to Programming I course. Students are introduced to the Java programming language and learn more advanced topics related to object-oriented design. Students will develop problem-solving skills that can be applied to multiple disciplines beyond computers. (Prerequisite: Introduction to Programming I)

AP COMPUTER SCIENCE

This is a yearlong exploration of the Java programming language, culminating in the AP exam. Students will have two goals: to learn effective programming techniques, and to prepare for writing the AP Computer Science exam in May. Students will learn programming from the foundation of simple programming tools to the logical organization and planning of large-scale programs. Much of the course will involve in-class program creation and debugging. Practice AP exams, as well as normal class exams, will be used to prepare throughout the year. Topics will include program structure, data types, operations, subprograms, control structures, and file operations. Recursion and advanced data structures will be included in the spring material, as will extended focus on the exam itself, including practice problems and timed material. (Prerequisites: Concurrent Algebra II or higher in math)

ENGLISH

The mastery of English forms the heart of a strong liberal arts curriculum and college preparatory program. And so, the highest goals of the Stanwich School English curriculum are to inspire in students a love of literature as thoughtful, perceptive readers and to help students become skillful, versatile writers. In the classroom, we help sharpen students' critical-thinking skills and encourage them to become engaged, incisive speakers and active, sensitive listeners. The English curriculum is structured in such a way that an increasingly sharpened critical awareness—in reading skills, in writing, and in oration—builds incrementally. By studying a broad range of ancient and modern works, including novels, poems, plays, films, and essays by canonical and non-canonical authors, students come to understand the historical growth of literary genres and the multicultural richness of world literature.

Each course is designed to help students read such works for their distinctive portrayals of the human character with an increasingly sharp eye for how authors bring human experience to life. Students respond to literature in personal, imaginative, and analytical writings, as well as by participating in oral work—discussions, dramatic readings, and presentations.

While deepening their study of characters' successes and failings, students become more aware of the complexities inherent in becoming compassionate, responsible, and ethical human beings. Our program also seeks to enable students to become more thoughtful about themselves in relation to their local and global communities. At every level, the English curriculum encourages critical thinking and rewards clear expression of that thinking. In addition, students learn basic concepts of grammar and rhetoric and how to apply them in their own writing, ultimately providing the groundwork for university study in writing and literature.

ENGLISH 10

A year-long course, English 10 builds upon the analytic and expressive skills introduced and developed in English 9. These important basic skills include reading closely and critically, composing sustained written arguments that develop and support a sophisticated thesis, researching and synthesizing a diverse body of materials, and expressing oneself persuasively in oral communication. In conjunction with the 10th grade history curriculum, the literature selections now focus on the enduring themes of the Western humanities tradition. What systems define society? What is the individual's role as a member of society? How does an individual maintain integrity in a society characterized by rapid, sweeping change? Reading representative classics from the ancient world to the present, students not only develop their abilities to read and respond to subtle and complex works of literature and philosophy, but they also begin to develop a shared cultural frame of reference essential for participation in the intellectual life of an educated community. Sample works include: Homer, *The Odyssey*; William Shakespeare, *Henry IV, parts i and ii*; Voltaire, *Candide*; Charles Dickens, *A Tale of Two Cities*; Maksim Gorky, *The Lower Depths*; Henrik Isben, *A Doll's House*; William Blake, *Songs of Innocence and Experience*; Emily Brontë, *Wuthering Heights*; Ayn Rand, *The Foutainhead*; and Kiran Desai, *The Inheritance of Loss*.

ENGLISH 11

Nations define themselves by the stories they tell. America is a land of many stories—so many, in fact, that self-definition is elusive. Just as there is no single American experience or definitive American identity, there is no one story that represents this nation. In this required course, students explore what it means to be American as they encounter a variety of storytellers who reveal themselves in novels, plays,

essays, poems, and short stories. Readings typically include a range from the Puritans to Thomas Jefferson, from the Transcendentalists to Mark Twain, and from 20th century masters such as Robert Frost, Langston Hughes, Willa Cather, and F. Scott Fitzgerald to more contemporary voices. Students learn to engage critically with different literary genres while refining their understanding of themselves in the context of their culture. Above all, the course aims to help students—through close reading, persuasive writing, and class seminars and discussion—honor their own ideas, state them clearly, correctly, and thoughtfully, and share their discoveries with a sense of accomplishment. This study of American literature serves as the basis for regularly assigned critical papers and personal essays. Teachers assign a variety of topics, and as the year progresses, students are given greater freedom of choice in their topics and their approaches.

AP ENGLISH LANGUAGE/COMPOSITION

Advanced Placement English Language is taught in the context of the American literature course. Students will read texts of various genres by American writers, but the emphasis will be on rhetorical styles and strategies. Students will read a substantial number of non-fiction texts. Because fiction, poetry, and drama also have rhetorical purposes and are stylistically rich, students will read and study literary texts as well. The primary concern will always be rhetorical and stylistic analysis. Students will examine the words, the phrases, the clauses, the logic, the audience, and the writer's purpose and persona to see as clearly as possible what is going on in a piece of writing before interpreting it. Thus the AP English Language course requires a very disciplined way of reading that studies the language in its complex content. The course will require students to become effective readers who are deeply sensitive to the nuances of the language. From this kind of reading, students will learn to write with clarity and force while developing their own voice. The rhetorical and literary authors whom students study will in effect become their writing mentors. The course work is geared toward preparing students for the Advanced Placement examination that all students in this course will take in May.

ENGLISH 12

This required semester course is a survey of British literature. The objective is to give students a sense of the evolution of this literature from the Old Anglo-Saxon period to the works of the writers of the 20th century. Seminars, discussions, and essays focus on thematic, stylistic, and philosophical elements represented by each literary era to solidify the students' understanding of the ways in which history and literature are intertwined. As always, writing is a vital component of the course, as students compose essays in response to works read, with special emphasis on the use of both critical sources and evidence from the primary texts, which include *The Norton Anthology of English Literature*, *Othello* or *Hamlet* and *Wuthering Heights* or *Frankenstein*. Students should emerge from this course with a firm grounding in English literary history and a working knowledge of the development of their own language.

AP ENGLISH COMPOSITION/LITERATURE

This course is designed to enrich motivated and successful English students' understanding of and appreciation for literature. The literature in this college-level course is organized into the genres of novel and poetry. Extensive reading of novels focuses on theme, style, and diction. The students also learn to analyze poetry by recognizing both literal and figurative meanings and by exploring elements such as tone, imagery, allusion, and sound devices. Frequent writing assignments emphasize the exposition of major themes and techniques of the works studied in

class. All students are required to take the Advanced Placement examination in May.

Below is a sampling of one-semester English 11 and English 12 electives that may be offered:

LITERATURE OF THE DEVELOPING AND NON-WESTERN WORLD

This course takes students on a literary and cultural journey through parts of the world that are not covered in great depth in the English and history curricula. By reading poems, stories, and plays by authors from countries in the Caribbean, Latin America, Africa, the Middle East, and Asia, students encounter a richness and diversity of voices that help them explore themes such as attachment to traditional customs; the relationship between nature and the community; resilience in the face of suffering; attitudes toward colonialism; expressions of emerging nationalism; and the allure of the West and the "first world." Classes are conducted in seminar format with students presenting their interpretations of the readings and leading discussions. Students are also expected to keep a journal to record their responses to the reading and class discussions. The culminating event of the course is a project in which students research an

author in-depth and present that author in the context of his or her indigenous culture. Sample texts include works such as: *Caribbean New Wave: Contemporary Short Stories*; *The Heinemann Book of Contemporary African Short Stories*; *Master Harold…and the Boys*; *The Vintage Book of Contemporary World Poetry*; *Reading Lolita in Tehran*; *Anthology of Arabic Literature, Culture, and Thought from Pre-Islamic Times to the Present*; *You Want Me White*; and *Modern Literatures of the Non-Western World: Where the Waters are Born*.

SHAKESPEARE

Although students are exposed to selected Shakespearean works in their various required English classes in both JH and SH, this semester course is designed to provoke a more in-depth look at the achievements of the Bard of Avon. Students begin with a "refresher" on historical context for Shakespeare, including the significance of the reign of Queen Elizabeth to Shakespeare's life and career and glimpses into everyday life in both the burgeoning city of London and the English country life, both of which meant so much to the playwright. Discussions of the popularity of theater in late 16th century London lead the students to considerations of the overriding Renaissance metaphor of life as a stage as well as the practical ways in which Shakespeare used his sense of drama and his comedic skills to help define an entire age. Students also consider the authorship question in this course—that is, various theories as to the real identity of William Shakespeare—but the aim is to see these masterworks as the ultimate output of a singular genius. Texts may include selected sonnets, *As you Like It*, *The Taming of the Shrew*, *Twelfth Night*, *Hamlet*, *Othello* and *King Lear*. Upon completion of each play, the students will write an essay; some of these essays will incorporate critical research, while others will be purely reader response essays. Students will read and discuss Shakespearean sonnets (as provided by the instructor) to pinpoint the genesis and development of certain themes.

THE FINE POINTS OF WRITING

Fine Points is an advanced expository writing class focused on developing the student's writing skills through the composition and revision of several types of essays of varying lengths. After examining exemplary essays by professional writers, students select topics that lend themselves to the process of narration, description, argument, etc. Emphasis is on writing as a process and product, and students regularly approach each writing assignment in terms of the following four phrases: discovery, drafting, revising, and editing. This last stage focuses on the development of a specific writing style through the mastery of expression at the sentence and world levels. Text: *The Brief Bedford Reader*.

READING AND WRITING POETRY

How does a poem mean? That question, posed so uniquely by the great poet and literary critic, John Ciardi, is the focus of exploration in this seminar-style course. Students analyze poems from many different time periods, literary movements, and cultural milieus, writing papers and giving oral presentations that explain how the imagery, diction, syntax, style, and historical context of each poem contributes to its meaning. Emphasis is placed on examining the work of contemporary poets, especially those who are scheduled to visit NYC/Greenwich in the near future. Students also learn to write their own poems, exploring the various forms, techniques, and revision processes used by both professional and amateur poets. Students must be prepared to share both their literary criticism and their original poetry with classmates and must contribute actively to the safe, nonjudgmental atmosphere of the seminar. The final grade gives

equal weight to each of these components: Grades on polished essays that explicate poems, tests on material covered in class, spontaneously composed essays analyzing newly encountered poems, oral explications of poetry, conscientious drafting of original poetry, and quality of class participation.

PHILOSOPHY AND LITERATURE

The purpose of this course is to encourage and facilitate reading for thoughtful reflection and higher-level thinking skills through a consideration of texts with philosophical components. Class members will read and discuss various philosophical ideas presented through plays, novels, short fiction, and poetry. Students will keep a journal and will be evaluated on class participation, journals, and essays. The course will address the following issues: Existentialism, Buddhism, Taoism, the Socratic Method, ancient Greek philosophy, finding balance in the modern world, evil, racism, nature as a healer, independence, individuality, and the place of humankind in the universe.

DRAMATIC LITERATURE

This course is designed to introduce the students to the theater canon of which most other theatrical literature is based. Through text and performance analysis, students will experience works by Sophocles, Ibsen, Shaw, Chekhov, Miller, Williams, Beckett, Norman, Shepard, and Wilson. Class discussion and creative response projects will evaluate the historical and literary implications of the works.

MATHEMATICS

The experience of mathematics at Stanwich is designed for the student to raise his or her appreciation of the language's ability to significantly transform our world, to become robust problem solvers who can communicate their investigations, and, through mastery of math's internal processes, to instill the confidence to pursue quantitatively rigorous interests which elicit their passion. The mathematics curriculum endorses and incorporates the National Council of Teachers of Mathematics standards and philosophies regarding math instruction.

The learning of mathematics is centered on the integration of visual, oral, and symbolic exposure to fully develop the depth and breadth of a student's cognitive abilities, and so through the course of a Stanwich math education, a student will be exposed to many different ways of defining and framing problems, as well as solving them. Direct instruction is complemented by independent and cooperative problem-solving activities with unique investigations into the applications of the language to science, the arts, business, and the home, enabling the student to synthesize seemingly diverse concepts. This part-whole methodology utilizes technology to enhance a student's understanding through extensions heretofore unreachable. Technology is prudently assimilated into the curriculum to assist the student's growth, careful to avoid dependence on the technology as a substitute for authentic understanding of the language. Traditional concerns about organizing students' work and knowledge motivate us to encourage the neatness, thoroughness, and clarity of thought and expression necessary for success in math and across the disciplines. We believe that math is not just a cornerstone of intellectual development but also essential to effective participation as citizens in our democracy and in the world.

GEOMETRY

This course in Euclidean geometry provides a comprehensive coverage of points, lines and planes; triangles, quadrilaterals and polygons; similarity and proportionality; right-angle trigonometry; circles; area; and volume. Emphasis is placed on problem solving, as students learn to make observations,

form conjectures, and use deductive and inductive reasoning to create and support logical arguments. Coordinate and transformational geometry are employed to provide students with multiple perspectives with which to analyze geometric problems, and extensive use is made of Geometer's Sketchpad, a laptop application that enables the construction, manipulation, and measurement of geometric figures. Algebraic skills are reviewed throughout the year and integrated thoroughly into the study of geometry.

ALGEBRA II

Algebra II serves as a natural extension of topics covered in Algebra I. The content and pace of the course are rigorous and require students to develop higher order thinking skills in preparation for precalculus mathematics. Topics include polynomial and rational expressions, systems of equations and inequalities, functions, matrices, radicals, irrational numbers, complex numbers, conic sections, quadratic systems, exponential and logarithmic functions, curve fitting, and binomial expansion.

PRECALCULUS

This course dedicates approximately two thirds of the year to precalculus concepts and the remaining time to the study of trigonometry. Students are expected to work at a rigorous pace and to spend a significant amount of time on homework assignments and related activities. Precalculus topics include compositions of functions, inverse functions, synthetic substitution, complex zeros, partial fractions, exponential and logarithmic functions, sequences and series, and introductory probability concepts. Trigonometry is explored with the emphasis on the circular functions. Extensive work on graphing identities is included along with the solutions of right and oblique triangles. Inverse functions and their graphs are examined, leading to solutions of open sentences in one and two functions. Students also study proofs, polar functions, and complex numbers. Abstract mathematical concepts are used to model and solve word problems. Text: Holt McDougal *Precalculus: A Graphing Approach*, by Boyer.

CALCULUS

Calculus is a full-year course for the non-AP student. Students explore and master topics in differential and integral calculus as they simultaneously strengthen skills involving algebraic, precalculus, and trigonometric concepts. While many of the topics from the Calculus AB syllabus are covered in this course, the focus is on method, process, and application rather than on theory. Topics include limits, continuity, velocity and other rates of change; differentiation of polynomial, rational, radical, and transcendental functions; implicit differentiation, linear approximations; chain rule, logarithmic differentiation; Newton's Method; related rates; problems of optimization; Mean Value Theorem; curve sketching; applications of derivatives; Reimann sums; the Fundamental Theorem of Calculus, definite and indefinite integrals; areas in the coordinate plane; volumes of solids; and applications of integration. *Text: Calculus, Early Transcendental Functions*, Larson, Hostetler, and Edwards.

AP CALCULUS AB

This is a full-year course equivalent to the first semester of a rigorous college-level calculus course. The syllabus includes all of the topics and techniques specified by The College Board including the use of the graphing calculator (TI-89) to explore and reinforce the analytical methods of solution for these topics. The theory of calculus, understanding why and how techniques work and when to use them, is a central focus each time a new topic is presented. The differential calculus topics include limits, continuity, derivatives of polynomial functions, exponential/logarithmic functions, trigonometric and inverse

trigonometric functions, and optimization and related rates applications. The integral calculus topics include Riemann sums, the Fundamental Theorem of Calculus, methods of integration, area under a curve, volumes of revolution, differential equations, slope fields, and applications (such as exponential growth and decay). In lieu of a final exam, students are required to take the AP Calculus AB exam offered in May. Students must achieve a minimum grade of "C" at the end of the first semester to remain in this course. Text: *Calculus, Early Transcendental Functions* by Larson, Hostetler, and Edwards.

AP CALCULUS BC

After a quick review of differential calculus, this year-long course proceeds through more advanced topics in preparation for the Calculus BC level exam. The course follows closely but is not limited to the topics and techniques specified by The College Board. Topics include areas and volumes of revolution, transcendental functions, L'Hopital's Rule, methods of integration, improper integrals, the calculus of polar functions, infinite sequences and series, Taylor and power series, vector functions, and first order differential equations and slope fields. In lieu of a final exam, students are required to take the AP Calculus BC exam offered in May. Text: *Calculus, Early Transcendental Functions* by Larson, Hostetler, and Edwards.

MULTIVARIABLE CALCULUS

Multivariable Calculus represents the next step after AP Calculus BC for an advanced student of mathematics. Students will review vectors and investigate functions of two or more variables. Derivatives of functions of many variables including applications of the derivative such as finding extrema, gradient, divergence, and curl of vector functions, and the method of Lagrange multipliers, will be considered. The course will also cover multiple integration and applications, and integral theorems such as Green's theorem, Stokes' theorem, and the Divergence Theorem. Applications in physical sciences and engineering will be used throughout to enrich and enliven the formalism. Text: Brooks Cole *Multivariable Calculus: Early Transcendentals*, by Stewart.

Below is a sampling of year-long mathematics electives that may be offered:

PROBABILITY AND STATISTICS

Probability and Statistics is an upper-level course for students who intend to pursue a major in college such as business, finance, environmental or a social science. This course contains material dealing with techniques of data gathering and analysis, methods of measuring dispersion and clustering about the mean, evaluating uni-variate, bi-variate, and multi-variate data, correlation, and specific tests of data such as the P-test and the Chi-square test. Students learn mathematical skepticism and rigorously controlled experimental design and analysis. Modeling real world problems, statistical programming on the graphing calculator and the use of a statistical tool kit will be emphasized. Textbook: *Stats: Modeling the World,* Bock, Velleman, DeVeaux (Addison Wesley).

AP STATISTICS

AP Statistics is a full-year course equivalent to a full semester, non-calculus-based, college-level statistics course. The syllabus includes all of the topics and techniques specified by The College Board along with additional topics in descriptive and analytical statistics. Students engage in a rich and varied experience with applied mathematical concepts including data analysis and interpretation, methods of data collection, and planning and conducting studies. Major topics include descriptive statistics, probability, normal, Chi-Square and t-distributions, confidence intervals, and tests of significance. Data analysis requires the use of statistical graphing calculators and modern

statistical software. In lieu of a final exam, students are required to take the AP Statistics exam offered in May. *Text: The Practice of Statistics* by Yates, Moore, and Starnes.

MATHEMATICAL MODELING

In this course, students will develop mathematical models of complex social and natural systems. Examples include global energy resources and aspects of the global economy. This project-based course will examine these issues from a rigorous systems-engineering perspective and employ the construction of computer simulations. Mathematical skills and topics developed include regression analysis, comparative functions (such as exponential and logarithmic), rates of change, and differential equations. Students will use their models to examine various policy options, usually employed by governments, to address these issues. Much of the work will be transdisciplinary and may require substantial research. Text: ISEE Systems *Modeling Dynamic Systems: Lessons for a First Course*, Diana Fisher.

SCIENCE

The science curriculum aids students in their understanding of the natural world and strives to produce graduates who demonstrate a well-developed scientific intellect and who know how to approach problems rationally and methodically. We encourage students to question, to explore their surroundings, to seek answers, and to look at the world from different perspectives. Possessing those tools, students can then apply their knowledge to the integration of concepts within the realm of science and across disciplines. We want students to understand that science is an active and ongoing process. We mold active learners who are capable of independent, cooperative, and collaborative work using the available technology and tools. We emphasize the students' status as global citizens, including but not limited to the stewardship of their environment, ethical decision making, and possessing comprehensive historical perspective, all of which result in individuals better able to live and guide the world.

Students will have first-hand experience with the scientific method: designing experiments, organizing and analyzing data, and interpreting results. Students do science rather than simply being told about science. When relevant the school's campus is utilized to explore topics and provide examples. Stanwich School offers a broad range of courses in the areas of biology, chemistry, physics, and environmental sciences. The laboratory experience is an integral component of the science curriculum and is emphasized throughout the program.

BIOLOGY

Biology is the study of the chemical and structural foundations of life. Topics covered include evolution and population dynamics in ecosystems. Additionally, students examine the structure and function of the cell, including cellular respiration and photosynthesis. An in-depth study of molecular biology constitutes a significant part of the course, including DNA, RNA, and protein synthesis. Students further study classical Mendelian genetics including human inheritance, blood types, and chromosomal disorders. Finally, in the context of evolutionary theory, students study the major kingdoms of life on Earth. Laboratory work covers a wide range of biological topics, engaging students in a host of activities ranging from outdoor observations of ecosystems to microscopic investigations of individual organisms. Students use the skills of data collection and hypothesis-building learned in earlier courses to formulate explanations that account for the wide range of observations made in the laboratory. A variety of supplemental books, essays, and journal articles are used to enhance topics covered in the text.

CHEMISTRY

This course is designed to provide a comprehensive foundation of chemical principles in preparation for a college chemistry course. Students fully explore the nature and properties of matter and the interactions between matter and energy through chemical reactions, ionic and covalent bonding, states of matter, and thermodynamics. These principles and concepts are supplemented by laboratory experiments exploring different types of chemical reactions, the behavior of gases, and the transfer of energy by heat or electricity. Formal lab reports are required for the lab investigations.

ENVIRONMENTAL STUDIES

This is a course intended for students who have completed Biology and who are interested in gaining a deeper understanding of the environment. Specific issues such as ecology, population dynamics, air and water pollution, atmospheric change, natural resource management, biodiversity, and energy sources will be covered using a variety of learning techniques. A major portion of the course will be devoted to a student-designed and driven project tied to the school community and local environment. Intensive fieldwork in an outdoor classroom will help aid the students in their on-going development of a sense of place and respect for the world around them. All of these components of the course will be combined to improve laboratory, research, seminar and public speaking, writing, and critical thinking skills.

PHYSICS

Physics is the study of nature in its simplest form. Topics include linear motion, projectile motion, Newton's Laws, energy and momentum, gravitation, rotational mechanics, wave motion, electricity, and magnetism. Many of the lab activities involve the Socratic method of teaching in that students are asked questions about basic physical phenomena and, with resources available (lab equipment), they design a probe to investigate the controlling physics laws governing such phenomena. With guidance from the teacher, students conduct experiments to codify and quantify their results. Lab reports require students to analyze results and to present their thoughts (with supporting data) clearly and concisely.

AP BIOLOGY

The Advanced Placement Biology course is designed to be the equivalent of a college course taken by biology majors during the first year of college. It differs from usual high school biology courses in the level of the textbook used, the range and depth of topics covered, the type of laboratory work, and the time and effort required of students. Laboratory investigations are part of the basic instruction. Students will take the Advanced Placement exam in May.

AP CHEMISTRY

This freshman college-level course is designed to prepare students for the Advanced Placement Test in chemistry. The course is rigorous and fast-paced, requiring approximately five hours of out-of-class study time per week for most students. Students achieve greater depth in their understanding of the principles of chemistry and learn how the principles apply in industrial processes, medicine, and biochemistry through lecture and laboratory work. Regular laboratory periods are part of the basic instruction. Students will take the Advanced Placement exam in May.

AP ENVIRONMENTAL SCIENCE

As described by The College Board, "The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze

environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them." This course is interdisciplinary, touching on areas from biology, chemistry, physics, and geology. Students will take the Advanced Placement exam in May.

AP PHYSICS

This course follows the syllabus of The College Board and is designed to be the equivalent of a college course taken at the freshman level. It is an algebra and trigonometry-based course with the emphasis on problem solving. Experiments will support the lecture part of the course and will be of much greater length than in previous physics courses. Topics will include mechanics, electricity, magnetism, waves, thermodynamics and quantum phenomena. Students will take the Advanced Placement Physics exam in May.

Below is a sampling of Science electives that may be offered:

MOLECULAR BIOLOGY

Molecular Biology is the synthesis of several disciplines: protein chemistry, enzyme kinetics, genetics, computer-assisted molecular modeling, biochemistry, micro biology, physical chemistry, and physics. These disciplines combine to allow students to explore how cells store, use, and transmit hereditary information. Recent technological developments have provided powerful methods to isolate, analyze, manipulate, and amplify DNA fragments and protein molecules, even at the secondary school level. These developments have, in effect, created a new science that has transformed biological research. The ability to analyze essentially any of the 50,000 genes that compose the Human Genome offers an important opportunity to reorganize biology education substantially to include new emphasis on molecular and human genetics. The dissection of the molecular pathway through which hereditary information flows among DNA, RNA, and protein molecules has added rich detail to our understanding of how human life develops and changes from fertilized egg to adult.

The majority of class time will be spent in laboratory work, but lecture and class discussions will help students gain a historical perspective so that they may see both the past and the future of DNA science. The laboratory sequence provides a cumulative experience that duplicates many of the classic experiments that have developed this field. Students learn theory, practice, and applications with hands-on experience.

ANATOMY AND PHYSIOLOGY

This elective examines the anatomical structures and functions that make human life possible. Superficial, gross, and microanatomy are explored in an effort to provide a more complete picture of the complex arrangement of tissues and organ systems. Dissection constitutes an important dimension of this course. All mammalian bodies are structurally and functionally quite similar; therefore, dissection of the nonhuman mammalian body helps students gain an anatomical and physiological understanding of the human body. The goals of this course are to provide students with a foundation in anatomy and physiology, to build on previously learned concepts in biology, and help students gain an appreciation for the remarkable structure and function of the human body.

ENVIRONMENTAL CHEMISTRY

This course is concerned with the effect of chemistry on the earth's dynamic systems and the implications of human action on the environment. Current issues, such as climate change, ozone depletion, air and water pollution, use of pesticides in the food supply, and alternative sources of energy are discussed, and chemical theories and principles are introduced as

needed, recognizing that before we can evaluate the changes to our environment we must understand how natural chemical systems and cycles work. Students will study the chemistry of the natural environment from soil to sky, from the geologic history of the earth to the greenhouse effects of carbon dioxide and other gases.

SUSTAINABLE DESIGN

(One semester)

Sustainable Design and Engineering: The goal of sustainable design is to produce products, processes, and services in a way that reduces use of non-renewable resources, minimizes environmental impact, and connects people with the natural environment. Engineering is the interface between science, technology, and business. Economic considerations have always been an integral part of engineering design, and sustainable design incorporates environmental considerations into the equation. In this course, students will learn about sustainable design concepts such as Life Cycle Assessment—a technique to assess the environmental aspects and potential impacts

associated with a product, process, or service by compiling an inventory of energy and material inputs and environmental releases. Projects may include designing a home for maximum efficiency and minimum environmental impact and redesigning an everyday appliance to run off of an alternative fuel source.

WORLD LANGUAGE

In an interdependent world, the study of languages promotes communication with and understanding about people of other cultures, a fuller participation in the global community, and the preparation to play an active role in the global economy. The program creates opportunities for students to experience and acknowledge different patterns of thought and other value systems. Through the department's interdisciplinary approach, students better understand their own language and culture and develop a sense of responsibility and commitment as world citizens. World language courses emphasize the development of communicative competence using a variety of approaches and making frequent use of up-to-date classroom technology.

Throughout the program, language teachers work on developing critical thinking and problem-solving skills. Students are called upon to approach second-language acquisition through a deeper understanding of their own language and of language in general. Through careful study of linguistic constructs, students develop a respect for language in and of itself, and for its ability to empower. As students come to express themselves effectively in the target language, they are better prepared to face challenges as leaders in an increasingly international world.

Beyond becoming proficient in a second language and, in some cases a third, students learn understanding and empathy. Appreciation of both diversity and interdependence is fostered through a careful mapping of cultural focuses presented throughout the curricula. The outcome for students is a profound appreciation of other cultures, past and present, as they exist within this country and abroad.

SPANISH I

Students learn everyday vocabulary, the present tense of regular, stem-changing and some irregular verbs; they also learn the immediate future and the preterit of regular verbs. Students work with basic sentence structures using patterns of negation and formation of questions. This course also provides an introduction to adjectives, subject and prepositional pronouns, and numbers. Conversational speaking is emphasized.

SPANISH II

Sentence structure and vocabulary for a variety of scenarios and situations are emphasized regularly. The simple past tenses (preterit and imperfect) are taught and compared. Informal, formal, and negative commands are introduced and emphasized. Additionally, Spanish II engages in the comparison of adjectives and adverbs, direct and indirect object pronouns and develops composition and communication skills. An effort is made to establish a strong foundation of basic vocabulary by means of constant review and practice. (Prerequisite: Completion of Spanish I with a grade of C- or above)

SPANISH III

Grammatical structures introduced and emphasized in this course are subjunctive, future tense, conditional tense, and present perfect tense. In addition, previously learned tenses such as present, preterit, and imperfect are reviewed and expanded. Speaking and listening skills are reinforced, and emphasis is placed on communication. Speaking and writing exercises are provided within contextual situations. Compositions are guided but tied to realistic situations and vocabulary studies. Most are also open-ended to provide a variety of freedoms of expression. (Prerequisite: Completion of Spanish II with a grade of C- or above)

SPANISH IV

This course begins with a general review of grammar, reintegrating and expanding known material, and introducing and extensively practicing new concepts. Vocabulary is a major focus, and many new words are introduced and practiced. Students read short stories by Spanish authors and shorter passages for comprehension. Writing skills are emphasized through composition work. Speaking and listening comprehension skills are reinforced daily, both in class and in the language lab. This course will prepare students for entrance into the Advanced Placement Spanish Language course. (Prerequisite: Successful completion of Spanish III with a C+ or above, qualifying exam and teacher recommendations.)

AP SPANISH LANGUAGE AND CULTURE

This Advanced Placement Language course prepares students to take the Advanced Placement Spanish Language Examination. Students are trained to listen to long texts with relaxed concentration; these texts may be formal or informal spoken Spanish. Students utilize current magazine articles and literary texts to develop good reading comprehension and to develop a broad, general vocabulary and solid knowledge of grammatical structures. In both writing and speaking, students learn to communicate facts, ideas, and personal opinions with a level of fluency and accent that do not impede communication. Extensive training in the organization and writing of compositions is an integral part of the course. Students will sit for the AP exam in May. (Prerequisite: B+ Spanish IV Intensive, qualifying exam, and department approval)

SPANISH V

As the culmination of our Spanish program, this course continues to challenge students to communicate with more accuracy, at a more refined level, and with a greater lexical repertoire. At this level, students are expected to hypothesize, express opinions, debate, and formulate original thoughts in a less structured, more free-flowing manner in an open discussion context. The course includes analysis of novels, short fiction, poetry, film, critical articles, and historical texts. Specific content will vary from year to year but will include material from Latin American and Peninsular literary traditions. Prerequisites: B- or better in Spanish IV.

FRENCH I

Introduction to French language and culture. This course is designed for students beginning a first foreign language as well as students who want to add another foreign language to their repertoire. Working with a standard first-year textbook and accompanying materials (feature film, electronic workbook, etc.) as well as authentic materials, students learn skills and vocabulary needed to begin to communicate effectively in French. Oral proficiency is our primary goal, so teachers and students use only French in the classroom. Among the skills acquired are: asking and answering questions; describing and comparing people, places, and objects; narrating in present and past time; expressing opinions; and giving instructions to others. These functions are performed in familiar contexts such as talking about the family, home and school life, and leisure activities or going to a store, restaurant, party, etc.

FRENCH II

Using the second half of our textbook and its accompanying materials, students continue to build on the functions described in French I with a greater level of fluency, adding variety of structure and vocabulary, and covering a wider range of topics. Added functions are: talking about the future; hypothesizing; and expressing opinions, emotions, doubt, and necessity. Classes are conducted entirely in French. Students read and discuss short authentic pieces such as poems, stories, and news


Qui viendra
à l'école
demain tôt.

items and view a feature-length film to broaden their understanding of francophone cultures. (Prerequisites: C- or better in French I or equivalent)

FRENCH III

This course builds on skills taught in French II using an advanced grammar text and emphasizes greater oral and written proficiency in French. Students expand their vocabulary by engaging in conversations - including role playing and problem solving. Though much of their writing is creative, students will also explore various aspects of French and francophone culture, from literature to music, from current affairs to pop culture, from painting to film, and will produce both oral and written reports. Students view at least one French film (recent examples are *Kirikou,* and *Au revoir, les enfants*), and read several works of fiction, which in previous years have included stories by Birago Diop and Guy de Maupassant and excerpts from a novel by Romain Gary. (Prerequisites: C- or better in French II or equivalent)

FRENCH IV

The main goal of this class is to develop accuracy and style in speaking and writing. The course utilizes a selection of materials such as literature, art, music, film, journalism, and audio-and videotaped language segments that present topics pertinent to the social, political, and historical realities of the francophone world. Students use their French in a variety of activities, which include class discussions, small group conversations, monologues, interviews, role plays, oral reports, written essays, and multimedia presentations. An example of a special project was to interview a native speaker about their childhood experiences in a francophone country. Examples of readings from recent years include excerpts from Chraïbi's novel *Civilisation, ma mère* (Morocco), and Laye's *L'Enfant noir* (Guinea); Rostand's *Cyrano de Bergerac* (France), Sartre's play *Huis Clos* (France), and the film script of Van Dormael's *Toto le héros* (Belgium). (Prerequisites: C+ or better in French III)

AP FRENCH LANGUAGE AND CULTURE

This course is the equivalent of a college program in advanced French language and culture, stressing listening comprehension, oral expression, reading, and writing. The course seeks to prepare students to reach a degree of proficiency in the French language, enabling them to: understand spoken French in a variety of situations and accents; read with comprehension, at sight, published articles, prose, and verse excerpts of moderate difficulty and mature content; make presentations about varying topics; and express ideas, critical opinions, and judgments accurately and resourcefully with reasonable fluency, both verbally and in writing. Particular attention is devoted to the following interdisciplinary themes: global challenges, science and technology, personal and public identities, contemporary life, families and communities, and beauty and aesthetics. Students also read and analyze one literary work in its entirety. Past reading lists in this cycle have included various plays by Molière, *Jean de Florette* by Pagnol, *L'étranger* by Camus, *Thérèse Desqueyroux* by Mauriac, *Candide* by Voltaire, and *L'homme qui plantait des arbres* by Giono. Historical events and cultural phenomena are discussed in the context of the works read. All students will sit for the AP French Language and culture exam in May. (Prerequisite: B+ in French IV *and* permission of the department.)

FRENCH V

The culmination of our French program, this course challenges students to communicate with more accuracy, at a more refined level, and with a greater lexical repertoire. Using a variety of authentic materials such as plays, short stories, poetry, films, and articles from the current press or the Internet, the class explores topics of historical and

cultural interest. Student productions include leading a discussion, acting out a scene, relating the literature to cultural elements of its era or our own, and creating a multimedia presentation. Student interests guide the selection of materials and topics. Recent classes have studied Joseph Joffo's *Un sac de billes* (autobiography of a young Jewish boy in France during World War II), Ben Jelloun's *Le racisme expliqué à ma fille* (exploring the roots of racism), Faïza Guène's novel *Kiffe kiffe demain (about life in the Parisian suburbs), and films such as Lucie Aubrac and Entre les murs.* (Prerequisites: B- or better in French IV)

MANDARIN CHINESE I

This beginner's course is for students with no previous or limited experience with Mandarin Chinese. Students acquire the speaking, listening, reading, and writing skills necessary for basic communication with emphasis on speaking skills. Pinyin, the standard Romanization system, will be introduced with particular attention to the four tones. In addition, the students will learn the origin of the characters as well as how to write characters in correct stroke order. Lively activities and relaxed atmosphere enhance the learning experience. The curriculum addresses cultural topics via movies, projects, and other activities, including Chinese food, art, calligraphy, and celebrations, which enable students to make connections and comparisons between Chinese and other languages and cultures. At the end of this level, students have acquired the following skills: asking and answering questions, narrating events, describing likes and dislikes, making short oral presentations in Chinese, and engaging in short reading and writing activities. Materials include a textbook such as *Communicating in Chinese* or *Integrated Chinese Level 1, part 1*; a workbook, listening CDs; a character writing book; and movies such as *The Road Home (Wo de fuqin muqin)* and *Beijing Bicycle (Shiqi sui de danche).*

MANDARIN CHINESE II

The course is designed to provide students in more practical and complex communicative situation to expand vocabulary and to improve listening and speaking skills. Supplementary reading materials such as short stories are employed. Basic writing skills are developed and practiced. Students will be able to write a note, a diary, and social letters. The basic grammar is reviewed, and more complicated structures are introduced. Through extensive practice in speaking and writing, students improve their ability to express themselves in the language. The curriculum also focuses on aspects of Chinese culture that are different from life in the United States. By the end of the course, students will be expected to perform in class almost entirely in Chinese. Materials include a textbook, such as *Integrated Chinese Level 1 part 1 and 2*; a workbook; the novel, *The Lady in the Painting (Huar shang de meiren)* listening CDs, a character writing book, and movies *Not One Less (Yi ge dou bun eng shao)* and *Shower (Xizao).* (Prerequisite: C- or better in Chinese I)

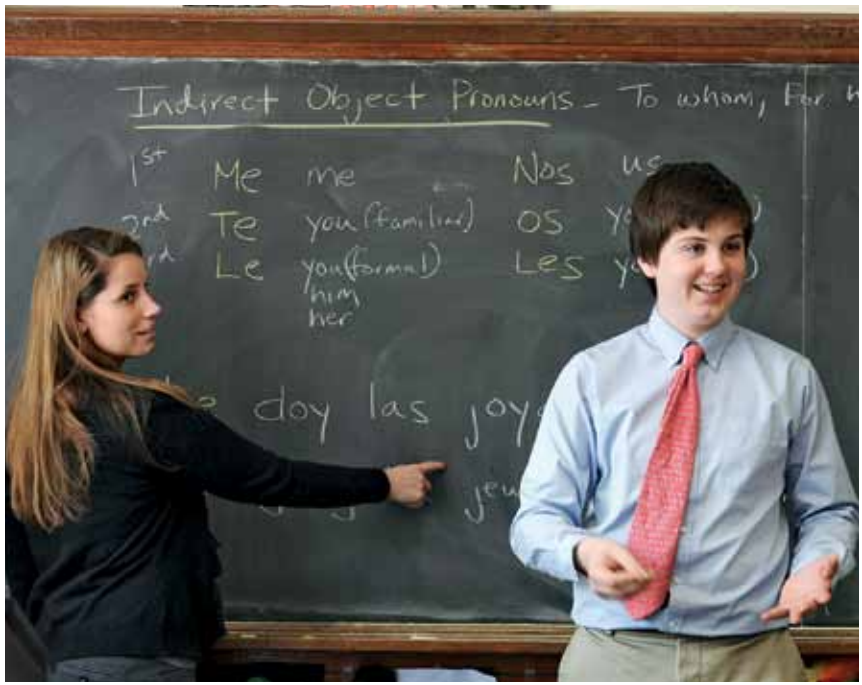
MANDARIN CHINESE III

In Chinese III students build upon the skills developed in Chinese I and II. The course work will focus on fine-tuning pronunciation; and oral proficiency—specifically negotiating real-life situations—will be emphasized. The students are engaged in more spontaneous conversations addressing various aspects of Chinese culture. Research projects and presentations increase students' control of Chinese grammatical structures, expand their vocabulary and comprehension ability. The students will be able to use online and traditional dictionaries to look up the meanings of Chinese words and will be responsible for independently adding to their vocabulary. In addition, Students will engage with readings on topics such as family and celebrations, diet and health, clothing, and the environment, and

they will practice their writing skills by writing announcements, journals, etc. Materials will include textbook *Integrated Chinese Level 1 part 2*, as well as a workbook, listening CDs, a character writing book, and movies such as *Together (Heni zai yi qi)* and *Postmen in the Mountains (Na shan na ren na gou)*. (Prerequisite: C- or better in Chinese II)

MANDARIN CHINESE IV AP CHINESE LANGUAGE AND CULTURE

The course includes frequent oral presentations and written assignments. Students continue to hone their speaking and listening skills and, at the same time, improve their reading and writing abilities. Through the reading and discussion of Chinese newspaper and magazine articles, students solidify previously learned grammatical structures and expression. Readings also provide the basis for vocabulary building and class discussion. Selections of movies are viewed to deepen students' knowledge and understanding of Chinese culture and its traditions. Students will also learn some original Chinese songs and poems. In addition, students will watch an entire Chinese television serial drama, *Farewell, Vancouver* to increase their listening comprehension skills and to introduce the concerns of Chinese immigrants in North America.



Materials will include a textbook, such as *Integrated Chinese Level 2* or *Shifting Tides: Culture in Contemporary China*; a workbook, listening CDs; a character writing book; and film and video. AP Students will take the Advanced Placement exam in May. (AP Prerequisite: B+ or better in Chinese III, qualifying exam, and department approval)

LATIN I

Students learn to read, pronounce, and write simple Latin. The following body of material is covered: a basic vocabulary of approximately 300 words; the first, second, third, fourth, and fifth declensions; first-second and third declension adjectives; basic case usage; predicate adjectives and substantives; verbs of the first, second, third, and fourth conjugations; the present, future, imperfect, perfect, pluperfect, and future perfect tenses; active and passive voice; the imperative mood; the present infinitive, and the irregular verbs sum, possum, eo, and fero. In addition, students begin reading short passages from the works of a variety of Roman authors.

LATIN II

After a review of grammar and syntax covered in Latin I, students continue to develop basic reading and translating skills. The following material is covered: deponent and semi-deponent verbs; the forms and uses of the subjunctive; the forms and uses of participles; infinitives and indirect statement; gerunds and gerundives; the relative pronoun; more advanced case uses and comparison of adjectives and adverbs. In addition, students will be introduced to Latin poetry and meter and will start to study rhetorical terms. (Prerequisite: Completion of Latin I with a grade of C- or above)

LATIN III

Emphasis is placed on the development of more advanced reading skills. Grammatical and syntactical topics covered in Latin I and Latin II are reviewed as needed. The remaining elementary topics are covered: irregular verbs fio, volo, nolo, and malo, gerunds and gerundives, and additional uses of the subjunctive mood. Time is devoted to reading excerpts from the works of Cicero, Caesar, Vergil, and Catullus, as well as the prose of other Latin authors. Knowledge of history, culture, authors' biographies and contributions are learned along with the grammatical, syntactical, literary, and rhetorical devices. (Prerequisite: Completion of Latin II with a grade of C- or above)

AP LATIN IV

This course prepares students to take either the Advanced Placement Vergil Exam or the Advanced Placement Latin Literature exam. For the Vergil exam, students will read the Aeneid. They will develop the ability to analyze the text and to discuss the literature. They also will learn about the historical and political influences on the poetry. In alternate years, students will prepare for the Latin literature exam. They will read selections from the poetry of Catullus and from the Metamorphoses and Amores of Ovid. They will study the genre of elegiac poetry and learn how it fits into the body of Roman literature as a whole. They also will study the politics and history surrounding these authors. Both syllabi stress the reading and understanding of the literature and the recognition of various meters and literary and rhetorical devices. Students will take the Advanced Placement exam in May. (Prerequisite: B+ in Latin III, qualifying exam and teacher recommendations)

SOCIAL STUDIES AND HISTORY

The primary mission of the social studies and history curriculum is to teach an intentional program of history, culture, and heritage that will enable students to know themselves more fully as developing individuals in a changing historical context and as active participants in their local, national, and world communities. In essence, we desire that each student comes to an understanding of his and her own humanity through an understanding of the humanity of others. We seek to expose students to western and nonwestern historical traditions while also grounding students in the history of the United States.

We seek to use and study the past to understand the present. Woven throughout our approach to understanding both past and present is intentionality in presenting issues, individuals, and events from multiple perspectives and in examining global human experiences in light of such unifying themes as the process of change over time and the interrelationships among societies. History is a process of discussion, interpretation, and continuing revelation in both evidence and understanding. Our curricular challenge is to provide students with the tools to understand the multiple factors

that shape history: social, economic, cultural, political, personal, religious, geographic, and structural.

We seek to foster students' abilities to think and write critically, to assist them in establishing a knowledge base which allows a better understanding of today's increasingly interconnected world, and to further their capacity to recognize and respond to long-term causal sequences. Each course works to embody the values and mission of Stanwich School through fostering in students a deepening sense of civic understanding, involvement, and activism.

EUROPE AND MODERN WORLD HISTORY

Building upon the skills and material covered in the Grade 9 World History course, this course provides historical perspective on the contemporary world and devotes special attention to the engine of change: Europe. The course is, by design, a survey of the major developments in European History from the Renaissance to the present day. Europe and Modern World History constructs a narrative for students, but it also exposes them to the forces that have shaped the world in which we live. The key themes of inquiry are the creation of identity, power and resistance, networks of economic exchange, the development of science and technology, the environment, human rights, and progress. This examination will include momentous events and movements of history: the development of international humanitarian law, major conflicts (wars, revolutions, and contemporary resistance) of the 20th century, the Cold War, and globalization. In conjunction with the 10th grade English curriculum, the thematic and content will focus on the enduring themes of the Western humanities tradition. What systems define society? What is the individual's role as a member of society? How does an individual maintain integrity in a society characterized by rapid, sweeping change?

Questions will be raised around leadership, motivation for change, ideology, and the challenges of global cooperation. The development of inferential and analytical thinking, writing and discussion skills, seminar and research techniques, and appropriate study strategies is an important part of the students' daily experience. The course combines primary and secondary source readings with pertinent literature to provide an overview of historical events and insights into patterns of civilization.

UNITED STATES HISTORY

This course complements and continues the study of the history of the United States that was begun in the Junior House, and coordinates with the English 11 focus on American Literature. Beginning with an overview of the creation of the United States and its government and Constitution, the course places particular emphasis on governmental, economic, and political and social issues. Constitutional changes and landmark Supreme Court cases are dealt with in detail as are the emergence of foreign policy, world trade, and global war. The first semester covers the period up to World War I; the second semester continues to the present. The course combines primary and secondary source readings with pertinent literature to provide an overview of historical events and insights into patterns of civilization. A research project is required during the year.

AP UNITED STATES HISTORY

A survey of American history from 1400 CE to the recent past, this course is designed to match the rigors of a first-year college-level course. Intensive reading and regular writing assignments will explore U.S. History, both chronologically and thematically. Attention to issues of race, class, and gender, as well as intellectual and constitutional issues,

will supplement traditional political and economic history in the 19th and 20th centuries. Tests, essays, and a major research project comprise the evaluation tools used in the course. Students will take the Advanced Placement exam in May.

AP UNITED STATES GOVERNMENT AND POLITICS

This advanced course examines the theory, Constitutional background, and implementation of the current United States government and its political process. Much of the class is devoted to the organization of the judicial, legislative, and executive branches of government, but attention is given to state and local governments, as well. Students learn about the formal and informal rules of political parties, campaigns, elections, and the fourth branch of government, the bureaucracy. Students also learn to analyze and interpret specific data (election returns, for example) regarding American politics. The class devotes a significant amount of focus to the history and development of American civil rights and civil liberties. Students will take the Advanced Placement exam in May.

AP HUMAN GEOGRAPHY

Understanding and explaining cultural diversity around the world is the mission of human geography. The main objective of this course is to introduce students to the systematic study of the patterns and processes that have shaped humans' understanding, use, and alteration of the earth's surface. It also introduces students to geography as an academic field of inquiry. Topics covered in the course include human population growth and movement, including urbanization; patterns of culture; the economic use of the earth, including industrialization, agriculture, and general economic development; and the political organization of space. Human geography analyzes human social organization—places, people, and events—as well as how these factors interact. Students will take the AP exam in May.

AP WORLD HISTORY

The goal of Advanced Placement World History is to develop an advanced understanding of the evolution of world history and the interactions of human societies from earliest times to today. This course presents the history of the world from the earliest civilizations in Sumer, Egypt, India, and China to the present, emphasizing history from approximately 500 CE on. Students look at the histories of peoples in every part of the world. They discuss the rise and fall of the world's great empires, the development of the world's religions, philosophical traditions, the roles of law and government, and social changes over time. The second semester focuses primarily on the modern era from about 1500 CE to the present, a period in which the world became increasingly integrated. Students will take the AP exam in May.

Below is a sampling of one-semester Social Studies and History electives that may be offered:

ECONOMICS

This course includes both microeconomics and macroeconomics, addressing the general concepts that define each as well as the interdependency of each on the other. Microeconomics, the study of decisions that people and businesses make regarding the allocation of resources and prices of goods and services, focuses on supply and demand and other forces that determine the price levels seen in the economy. Macroeconomics, on the other hand, is the field of economics that studies the behavior of the economy as a whole and not just on specific companies, but entire industries and economies. This looks at economy-wide phenomena, such as Gross

National Product and how it is affected by changes in unemployment, national income, rate of growth, and price levels. Students will study these concepts through both the lens of historic trends as well as the current financial situation facing the world today. They will undertake active research and analysis in real situations in order to acquire the fundamental tools to fully understand how companies operate and earn revenues and thus, how an entire economy is managed and sustained. The student is introduced to techniques in an online stock market game competition as well as to the basic concepts of entrepreneurship through the development of a business for a start-up company. Text: *Economics*, by Colander.

TWENTIETH CENTURY CHINA: REBELS AND RULERS

In this course students study history and literature in tandem as we examine the political, cultural, literary, and artistic forces that shaped the turmoil in 20th Century China. This examination will include both ends of the national spectrum, from the rulers to the common people. Historically, students begin with the downfall of the Qing Dynasty and the May Fourth Movement. The review of the time period moves from Mao Zedong's early political theories to the Cultural Revolution. Students then study Mao's later years, Deng Xiaoping's reintroduction of capitalism, and then move into the Tiananmen Square Massacre. We conclude the semester by looking at modern day China and the challenges it faces. Students will discover the effect these events had on the literary genres in China and on popular Chinese literature. Readings from several genres will reveal an evolution in political and literary thought as well as certain enduring themes of humanity. Students will be assessed via tests, papers, and in-class debates. The final project will involve a portfolio that includes a short film and a position paper.

CIVIL RIGHTS

The Civil Rights course will begin with the 1954 Brown vs. Board of Education case and examine all the major events of the 1950s and 1960s in America including the Emmitt Till murder, the Montgomery Bus Boycott, the Freedom Riders, civil disobedience in Birmingham and Selma, the assassination in Memphis, and the forced integration in Little Rock. Ghandi's ideas of civil disobedience and Martin Luther King, Jr.'s leadership will be central to this course. We will also examine the legislation passed by the government regarding racial discrimination from 1964 through present day.

GLOBALIZATION: PROGRESS OR IMPERIALISM?

This course will focus on examining the influence of globalization and its effects on the world economy as well as cultural norms. We will discuss its origins (or at least the various views of its genesis) and how this movement has transformed our world. Focused regions of study will include industrializing nations around the globe, especially in Southeast Asia, the Pacific Rim, and Latin America. Emphasis will be placed on analyzing various schools of thought both supporting and denouncing globalization. Students will be expected to learn how to efficiently evaluate the validity of disparate sources on similar subjects.

MIDDLE EASTERN POLITICS

This region will be the focus of inquiry to understand the dynamics promoting both continuity and change there. The Israeli-Palestinian conflict, the war in Iraq, as well as the emergence of Iran as a new player in that region as well as on the world stage, will be some of the topics of interest. Print and electronic media will help students gain insight into the politics of this important and complex part of the world.

INTERNATIONAL RELATIONS: CONTEMPORARY ISSUES IN WAR, PEACE, AND TERRORISM

Since the end of the Cold War, the international security environment has experienced increased terrorism, regional conflicts, and nuclear proliferation. In this course, the students will gain an understanding of the historical context of each of these and an appreciation for the complexity of national and international responses to them. The course will focus on definitions of the contemporary challenges to security; their origins, how, where, and when they occurred; and the successes or failures of the United States, the United Nations, and other multinational coalitions in overcoming these challenges. The course will be conducted in a seminar format and will use the case-study methodology. The cases will relate to regions and nations such as the Middle East, Iraq, Afghanistan, the Balkans, and Asia.

WORLD RELIGIONS AND CURRENT ISSUES

This course will provide an overview of world religions (Indigenous traditions, Hinduism, Sikhism, Buddhism, Taoism, Judaism, Christianity and Islam) in the context of looking at three major issues: religions and conflict (war/peace and terrorism); social justice and economic globalization, and environmental concerns. The course will include a basic introduction to religion and the history and beliefs of each faith tradition. The major focus will be on the multiple views of each problem and the ways religious groups are attempting to provide positive solutions that work in the context of the "real world."

VISUAL AND PERFORMING ARTS

At Stanwich, we believe that the arts are for everyone and are an essential part of a strong liberal arts curriculum. The purpose of the program is to facilitate the student's need for expression and to help the student develop empathy for and awareness of others. The art curriculum emphasizes the concept that art is a powerful visual language of signs and symbols. Through their studies, students become aware of how this language is at work in the world around them and become skilled in their ability to communicate effectively in it. Works of art often involve subtle meanings and complex systems of expression that go beyond ordinary speaking and writing.

The actual practice of making art engages the imagination, fosters flexible ways of thinking, develops disciplined effort, promotes innovation, and builds self-confidence. For some students the study of art will lead to careers in the arts. For many others, it will permanently enhance the quality of their lives with a fluency in the visual language and an informed appreciation of the arts. Skills practiced and honed in the arts curriculum are critical in the other disciplines, as well: reflection, self-criticism, persistence, vision, and the willingness to experiment and learn from mistakes. Each course offered provides students with a broad survey of contemporary and traditional art concepts, techniques, and working methods. We strive to instill the courage to face challenges, the skills to solve complex problems, and an understanding and appreciation of the visual arts.

VISUAL ARTS: YEAR COURSES

VISUAL STUDIES

The objective of this course is to develop the fundamentals of visual arts and to prepare students for further study in the arts. Using a wide variety of media, including pencil, charcoal, pastels, acrylics, and paper mache, students will learn and apply the principles of design. Throughout the year students will be encouraged to find their own form of personal expression. To further generate excitement about the

breadth of visual arts while building skills, connections will be made across the other disciplines in the Stanwich curriculum. Students will learn to use the language of art in class critiques as they explore the many ways images create meaning. Themes to be covered include Islamic patterns, African mask making, and Chinese brush painting. Students with a strong interest in art may also select to take an advanced art class which focuses primarily on building drawing and painting skills. This class meets an additional two periods a week in place of music.

AP ART HISTORY

This course examines the art and architecture of the world from prehistoric times to the present with a focus on the understanding and appreciation of the visual arts within their different cultural contexts. It develops students' abilities to examine works of art intelligently, acquainting them with the major forms of artistic expression in their own time and engendering an understanding of art from other times and cultures. Classes use a slide/lecture/discussion format as well as some hands-on projects. Grades are based on quizzes, tests, presentations, and writing assignments. Students have the opportunity to see some of the art in person through visits to major New York and Connecticut museums. Students will take the AP Exam in May. (Prerequisite: qualification)

AP STUDIO ART

AP Studio Art allows highly motivated students to do intensive, college-level work in the visual arts and is offered to juniors and seniors who have met the prerequisites. Class projects are designed to help students develop their technical competence and to enhance their breadth of artistic knowledge as well as to provide opportunities for creative self-expression. Students in this course will select one of three areas of art in which they will work and create a portfolio. These are drawing, 2D design, and 3D design. Each portfolio will contain three required sections: Quality, Concentration, and Breadth, each of which has detailed specifications. Students work in a wide variety of media, from traditional drawing and painting to computer-generated design. Students in this course will have to be able to work independently and must be willing to devote a substantial amount of time outside of class to completing all of the required elements of the portfolio. Senior art students may create portfolios for college admissions, and AP students may design a long-term project for inclusion into their AP portfolio submission. Students will take the AP Exam in May. (Prerequisite: qualification)

VISUAL ARTS: SEMESTER COURSES

ADVANCED DRAWING

An exploration of drawing as a means of expression, it includes drawing in various media from life and from the imagination with emphasis on the development of skills in rendering and modeling form and in controlling the illusion of space. (Prerequisite: Visual Studies or qualification)

ADVANCED SCULPTURAL DESIGN

This course is an advanced exploration of working three dimensionally. Students will apply previous knowledge of the fundamentals of sculpture in various media: soap stone, glass, metal, wire, wood, and recyclable materials.

ARCHITECTURE

The Architecture course prepares the students to be aware of the built environment around them. They learn to understand and interpret drawings, and to use structures as a lens through which to view their own and other cultures. They also learn to communicate their own ideas visually. Students will study a history of architecture from the Byzantine culture to late 19th and 20th century. Early on, students study the basics of 2D drafting and design,

along with a history of architecture from the Byzantine culture to late 19th and 20th century. Projects are primarily individual endeavors, and students keep a sketchbook where they practice their drawing regularly.

Students then advance to study more advanced drawing techniques and incorporate research and the use of computers to produce presentations of their design solutions. Finally, students study model-making and 3D design. The course completes its study with student presentations in which they select, research, and report on a contemporary architect or firm. Projects begin with basic models of existing structures and end with a collaborative presentation that includes a detailed model of the team's solution to a complex design problem.

CERAMICS

In this course students explore a wide range of creative ceramic endeavors, becoming more critical in their work as they develop these challenging forms and strive to attain higher levels of refinement. Students learn techniques for working in a series, with lidded and closed forms, using plates and also how to throw from the mound. They also learn about clay reclamation, glazing, and firing cycles as they become familiar with the process. Students are expected to assume responsibility for the working environment of the studio. (Prerequisite: Visual Studies)

COMPUTER GRAPHICS

This course will explore and apply graphic design methods using computer software. Students will learn to manipulate, create, and edit digital images. Activities will be completed to reinforce techniques and design principles discussed in class. This course will place the students in real-world situations in which they will need to use their understanding and skills of computer graphics and design to solve the problem at hand. (Prerequisite: Visual Studies)

PAINTING I

An exploration of the use of watercolor, acrylic, and gouache. Freedom of style and content are encouraged as students learn about the evolution of styles in modern painting. (Prerequisite: Visual Studies or qualification)

PAINTING II

Designed for students who wish to further develop their painting techniques in watercolor, acrylic, or oil, this course culminates with the opportunity for students to develop a series of paintings centered on a self-selected theme. Individual research, reflection, and the development of a personal painting style are highly encouraged. Investigation of modern and contemporary painting movements will supplement the studio portion of the course. (Prerequisite: Painting I)

DIGITAL PHOTOGRAPHY

This course provides an introduction to using Adobe Photoshop software to manipulate digitally produced images. Students will produce work that engages all the fundamental elements of visual art, including composition, line, and color. Students must own or purchase a digital camera that has at least 4 megapixels resolution, different lighting/situation settings and optical zoom. Students are responsible for keeping a working and usable laptop computer throughout the course.

PRINTMAKING

This is a introduction to basic methods in linoleum, wood block, monotype, lithography, etching, and silk screen printing techniques. A variety of materials, tools, and processes will be explored. (Prerequisite: Visual Studies)

3D DESIGN

This is an introduction to thinking in three dimensions. Students will be introduced to various media to create sculpture. Wood burning, metal inlay, and wood variegation techniques are some of the processes explored. (Prerequisite: Visual Studies or qualification)

INTERNATIONAL ART TECHNIQUES

This hands-on course in international crafts includes weaving, batik, mosaic, and hand-built pottery. Students also review the practice of these crafts in cultures throughout the world as compared and contrasted with European Masters of Art.

PERFORMANCE ARTS: YEAR COURSES

MUSIC THEORY I

Music Theory I develops the student's ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a musical score. Focus is placed on the integration of the student's aural listening skills, sight-singing skills, music writing skills, compositional skills, and analytical skills. Students successfully completing this course will be eligible to enroll in AP Music Theory.

AP MUSIC THEORY

The goal of AP Music Theory is to develop the student's ability to

recognize, understand, and describe the basic materials and processes of music that are heard or presented in a score. This goal will be achieved by integrating aspects of melody, harmony, texture, rhythm, form, and to some extent, history and style, while using both listening and written exercises. Students should have basic performance skills in voice or on a musical instrument to enroll in this course. (Prerequisite: Two semesters of musical instruction, entrance evaluation, and qualification)

CONCERT BAND

(Meets 2–3 times/week; full year)
This performing ensemble comprised of brass, winds, and percussion instruments is designed to develop the potential of the instrumental musician and to foster an appreciation of music. Students will gain insight into how to play in an ensemble and will develop their musicianship through the preparation of concert band literature for performance in concert twice during the school year. They will have opportunities to perform as representatives of the school community.

STRING ORCHESTRA

(Meets 2–3 times/week; full year)
This performing ensemble includes violin, viola, cello, bass, and keyboard. Students will work to develop their potential as string players by preparing orchestral and chamber-music literature for performance in concert twice during the school year. They will also have opportunities to perform as representatives of the school community. Playing as an ensemble will be emphasized, as well as an appreciation of music.

MIXED CHOIR

(Meets 2–3 times/week; full year)
Offers qualified students an opportunity to learn vocal, choral, and musical fundamentals in a mixed choral ensemble setting. Topics covered will include vocal techniques, basic music theory, sight-singing skills, and elements of blend and balance necessary in achieving good ensemble singing. Mixed Choir will perform twice in concert during the school year.

CHAMBER CHOIR

(Meets 2–3 times/week; full year)
Offers talented and advanced choral students in grades 10–12 an opportunity to learn and perform various styles of music in a mixed-choral ensemble. This choir continues the strong tradition of choral music at Stanwich School. Chamber Choir will perform in concert twice during the school year. In addition, this choir frequently participates in events as representatives of the school community.

PERFORMANCE ARTS: SEMESTER COURSES

DANCE WORKSHOP

Students in grades 10 through 12 with previous training in any dance style will explore how to create their own dances and learn the dances of others. The format of the class will include opportunities to develop traditional aspects of technique, but it will also offer experiences in improvisation and choreography. There will be opportunities to work both as an individual and as a member of a group. This course is available both fall and spring semesters, and students may elect to participate either one or both semesters each year. Each semester of this course will fulfill one Physical Education requirement.

ACTING I

With the exploration of games, character analysis, and improvisation, students in Acting I will develop an understanding of typical acting processes. The class will explore and practice current acting theories created by the masters. In addition to acting, students will be introduced to the basic elements of playwriting. Student-written scenes and monologues will be directed and acted by their classmates. A study of the wide spectrum of theater styles throughout the ages, from Greek and

Elizabethan to Kabuki and the Theater of the Absurd, will be explored. Scene and monologue work will be utilized, but the course will focus on process, as opposed to product.

ACTING II

A continuation of Acting I, this course continues to explore the current acting theories created by the masters. However, in Acting II, the student will have the opportunity to blend these theories with his or her own process. Scene and monologue work will be utilized and could result in a showcase production at the end of the course.

PLAYWRITING

Students in Playwriting will gain an understanding of the basic principles of dramatic writing by creating scenes using one or two decided-upon themes. The development of three-dimensional characters will be a key component of the class. Critique of the traditional dramatic plot structure verses episodic writing will be explored, and students will work toward development of his or her original voice.

PUBLIC SPEAKING

Public Speaking at its best is storytelling; a unique performance art that incorporates many facets of a stage presentation—voice, gesture, eye contact—skills that everyone can and should learn. In this class students will not only learn to tell several types of stories themselves, but will become familiar with techniques and different literary genres that make for good telling. Students will also enjoy listening to a variety of professional storytellers. At the end of the course, students will perform the best of their stories to an appropriate audience. The goal throughout is to improve students' public-speaking skills through understanding the components of good storytelling.

REQUIRED COURSE

GRADE 10: THIS I BELIEVE: ETHICAL REASONING UNDERSTANDING OUR WORLD AND OURSELVES

Using the required reading, This I Believe, as the framework for thinking through personal philosophies and ethical issues, students will begin to identify and examine many of the forces influencing adolescents today. Ethical decisions are truly difficult; they test our ability to recognize a dilemma when we meet it, to evaluate the competing values the dilemma presents us, to decide what is right and wrong in the choices we have available, and, most importantly, to act for right—easily said, difficult to command. Choosing ethically is a daily decision for us all, and the paths we begin now can help us in the future.

Reflecting the personal, physical, and spiritual development before them, the course requires students to discuss a broad array of topics. Discussions develop around good judgment and honesty; class, race, and gender; family life; wellness; substance abuse; relationships; and the difference between right and wrong. Students also consider case studies of moral dilemmas, both hypothetical and real, and learn to distinguish sound arguments from specious ones. As researchers Pearl and Samuel Oliner persuasively demonstrate, immersion in ethical dilemmas correlates with altruistic behavior. While this dimension of ethics is inseparable from leadership and stewardship in many ways, we intend to place particular emphasis on the lens of ethics to ensure that our students develop ways of thinking and behaving that will contribute to ennobling the human experiment.

Along with discussion and selected readings, related activities include criticizing various information and entertainment media, keeping a journal, preparing arguments, and working on group projects. Ultimately, each student will craft his or her own "This I Believe" statement in writing, and use it as personal touchstone going forward.

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